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DAYbyDAY

In the Primary Schools



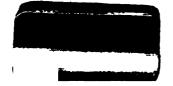


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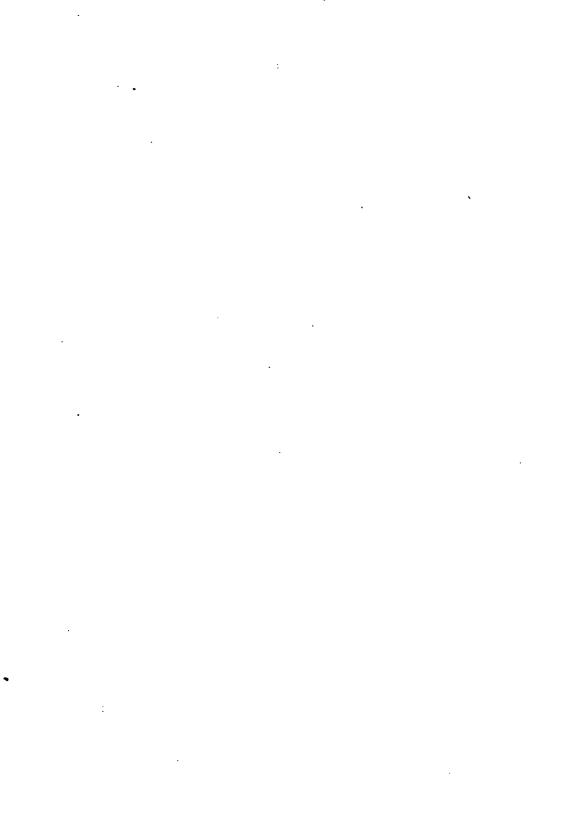
University of California.

Class





DAY BY DAY SPRING



DAY BY DAY

IN THE

PRIMARY SCHOOL

By Alice Bridgham

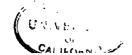
PLANS FOR
MARCH, APRIL, MAY, AND JUNE
THE SPRING MONTHS



NEW YORK

A. S. BARNES AND COMPANY

1907



LB1511 B8 V.3

Coppright, 1907

A. S. Barnes and Company

PREFACE

A product of the school-room in every sense is this new plan-book. The author worked the plans out day by day for use in her own school, because she felt the need of a definite purpose and plan of procedure for each day, and with no thought of publication.

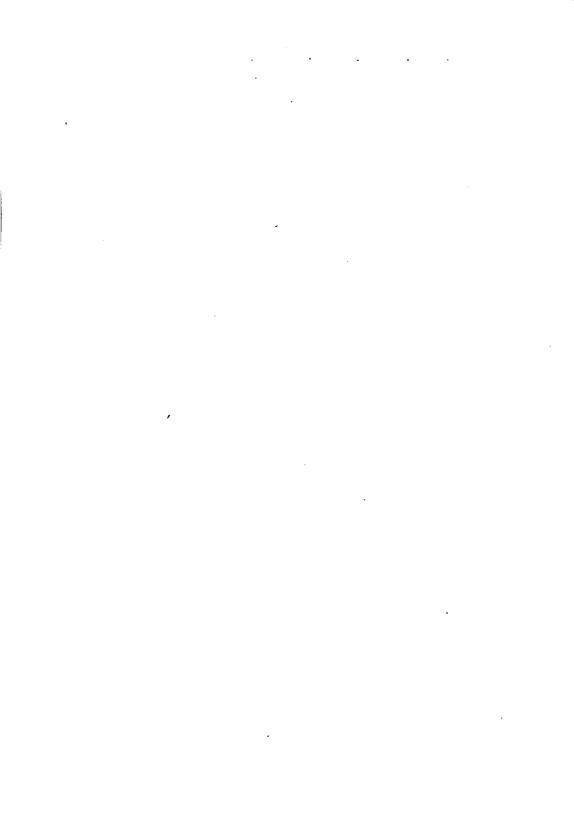
The benefits derived from these outlines and the interest manifested in them by her superintendent and associate teachers led the author to submit them to the publishers, who first brought them out in Teachers Magazine, and now, so cordially were these papers received, present them in book form. It is hoped that the work will prove especially helpful to young teachers who have had but little experience in selecting and adapting material to the comprehension of small children.

Believing that a knowledge of things near at hand should be acquired first, the author has taken this principle as a keynote and has endeavored to present the lessons in a manner to arouse curiosity, engage attention, and inspire a desire to investigate surrounding conditions.

An attempt has been made in the nature lessons, which are taken from the life round about, to enlist sympathy with, as well as to awaken interest in, animal life, with the hope of discouraging the naturally destructive instincts of childhood. To develop in the child the power to express his thoughts has been the primal object in the language lessons. The difficulty has been too often that the child has no thoughts. Poems, stories, pictures, legends, and games supply this deficiency, and call into play the esthetic faculty. To make him acquainted with the peoples and customs of all lands, as well as familiar with the primitive conditions which pertain in his own land, has been the object of the geography lessons. Special days and birthdays of American heroes and poets have suggested the work in history. Busy work and drawing correlate closely with the other subjects and always have a definite aim.

Auburn. Me.

ALICE MAUD BRIDGHAM





MARCH PLANS

O MARCH that blusters, and March that blows, What color under your footstep grows? Beauty you summon from winter snows, And you are the pathway that leads to the rose.

— Celia Thanter.

FIRST WEEK

MONDAY

MORNING TALK—NEW MONTH

WHAT do we welcome this morning?

What is the name of the new month?

How does this month differ from all other months? (First month of spring.)

What season has just closed?

Will this be a warmer or colder month than last?

What kind of weather may we expect?

Of what use to Mother Nature are the winds?

What kind of winds will they be?

Did you notice any signs of spring as you came to school this morning?

How many days in the month?

Who has a birthday this month?

We will mark them on the calendar.

What are some of the changes we may expect to see in Mother Nature's house this month?

Read:

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green fields sleep in the sun;

The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one.

Like an army defeated The snow hath retreated, And now doth fare ill On the top of the bare hill; The ploughbey is whooping - anon-anon: The rain is over and gone!

There's joy in the mountains; There's life in the fountains: Small clouds are sailing, Blue sky prevailing;

- Wordsworth.



LANGUAGE

Poem: The Wind.

I SAW you toss the kites on high, And blow the birds about the sky, And all around I heard you pass

Like ladies' skirts across the grass, O wind a-blowing all day long, O wind that sings so loud a song.

I saw the different things you did, But always you yourself you hid; I felt you push, I heard you call, I could not see yourself at all, O wind a-blowing all day long, O wind that sings so loud a song. O you that are so strong and cold,
O blower, are you young or old?
Are you a bird of field or sky?
Or just a stronger child than I?
O wind a-blowing all day long,
O wind that sings so loud a song.
—ROBERT LOUIS STEVERSON.

Memorize first stanza.
To what are you talking?
What things did you see the wind do?
What did you hear?
What sort of a sound is a rustling sound?
What did you ever hear rustle?
Was it a loud noise?
You may make me a rustling sound.
At what time of year was this?
What does the wind do all day?
What kind of a song does it sing?

What did that other little boy, about whom we talked a long time ago, think the wind said?

Why was that?

GEOGRAPHY - HOLLAND

O what country did the Pilgrims go on leaving England?
What are the people called who live in Holland?
How did the Dutch treat the Pilgrims?
What kind of people do you think they must be to treat strangers so well?

Do we wish to know more about them?

Who will show me on the globe just where Holland is?

Is it near us?

How can we go to Holland?

Will it be a long journey?

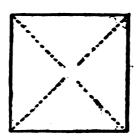
What people do you know about who crossed this same ocean?

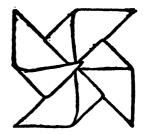
Perhaps some of the little people here have parents or friends who have also crossed this ocean.

What kind of a boat did the Pilgrims have to sail in?



What kind of a boat did Hiawatha use? The Eskimo?
When we visit Holland in what kind of a boat shall we go?
As we near Holland what shall we notice? (Windmills.)
Do we have any windmills here?
What are they for?
Why so many in Holland? (Explain.)
Show pictures of Dutch people and windmills.





DRAWING-PAPER FOLDING

Fold (1) windmill.

⁽¹⁾ Put a pin in the centre and stick in the top of lead pencil.

BUSY WORK

A. M.

A DIVISION: Letters—(1) new story.

B Division: Letters—new words.

RECESS

A: (2) Number stories — fill blanks.

B: Dominoes — place (3) dots.

P. M.

A: Write spelling — (4) I see.

B: (5) Word slips — copy.

RECESS

A: Mats - weave.

B: Worsted - sort by lengths.

TUESDAY

MORNING TALK-PUSSY WILLOWS

Repeat: Passy Willow.

OH! you pussy willow,
Pretty little thing.
Coming in the sunshine
Of the merry spring.
Tell me, tell me, pussy,
For I want to know,
Where it is you come from?
How it is you grow?

Now, my little children,
If you look at me
And my little sisters,
I am sure you'll see
Tiny little houses,
Out of which we peep,
When we first are waking
From our winter's sleep.

⁽¹⁾ Sentences from reading lesson hektographed on slips.

⁽²⁾ Written problems: Two birds and — birds are four birds.

⁽⁸⁾ To illustrate new number.

⁽⁴⁾ Copy from board. Fill both sides of the paper.

⁽⁵⁾ Action words. One word on each slip.

As the days grow milder, Out we put our heads, And we lightly move us In our little beds; And when warmer breezes
Of the springtime blow,
Then we little pussies,
All to catkins grow.

— ELINOR SMITH'S "Songs and Games for Little Ones," Oliver Ditson & Company, Publishers.

What can you see in the schoolroom this morning that tells you

spring is here?

Why do we call them Pussy Willows?

What kind of a coat does the little pussy wear?

What kind of a coat has it worn all winter?

Why did it wear the brown coat in the winter?

Why has it put on the soft silky one now?

Can you find on your twig a little baby pussy that has not taken the brown coat off?

Who has ever cut his finger?

What has it left? (Scar.)

Can you find a scar on your twig?

What made the scar?

Where were these little pussies all last summer? (Explain.)

Will they wear these coats all this summer?

We will put some of our twigs in water and watch to see them change their coats.



LANGUAGE—SENSE TRAINING—VISUALIZATION

PLACE objects in a row in front of the class. Have them named from right to left and from left to right. Which one is in the middle? Name the one at the right. Name the one at the left. Change the position of the objects and question in the same way. Children bow their heads on desks and close eyes.

Teacher changes position of objects. Wake up. Teacher calls on some one to replace objects in former order.

Continue the exercise. Try to increase the number of objects, by one, each time. Begin anew when a mistake is made.



GEOGRAPHY — WINDS

WHAT may we expect a great deal of this month?
Why does Mother Nature send so much?

Can we see the wind?

How do we know when the wind is blowing? (Hear it, feel it, see the effects.)

How can we tell whether the wind is travelling fast or slowly? How can we tell in which direction the wind is blowing?

Which wind brings us rain?

Children repeat:

The east wind, children and farmers know, The cows come shivering up the lane, When the east wind begins to blow. Make the (1) east wind.
Which wind brings the flowers?

Children repeat:

The west wind, children, and soft and low, The birdies sing in the summer hours When the west wind begins to blow.

Make the (1) west wind.
Which wind brings the cold?

As before:

The north wind, children, and all the snow, And sheep come scampering into the fold When the north wind begins to blow.

Make the (1) north wind Which wind brings the heat?

As above:

The south wind, children, and corn will grow, And peaches redden for you to eat, When the south wind begins to blow.

Make the (1) south wind.

How many winds are there? Mary may name them.

Which one do you like the best? Why?

Which do you think is the most useful?

DRAWING—PAPER CUTTING

FREE hand cutting of Pussy Willow. Cut from white paper, mount on black paper.

BUSY WORK

A. M.

A DIVISION: Letters — Make (2) stories.

B Division: Letters — new words.

(1) Previously explained.

⁽²⁾ Printed on cards. Embodying familiar words.

RECESS

A: Dominoes — write number story.

B: Tablets — trace (1) — illustrate number.

P. M.

A: Write spelling — I see a tree.

B: Word slips — copy.



RECESS

A: (2) Forms — trace around — cut.

B: (3) Name slips — copy.

WEDNESDAY

MORNING TALK—BLUEBIRD

MATERIAL — mounted specimen.

What do you suppose all the birds are doing down south now?

Will it take them very long to get here?

Why do they not remain south through the summer?

Will the birds get tired on the way?

⁽¹⁾ New.

⁽²⁾ Different conveyances -- boat, cart, car, etc.

⁽⁸⁾ Pupil's name.

What will they have to stop to do? Which will be the first to get here? How shall we know it?
Show the children specimen.

How large is this bird? (Compare size with other birds.)



What color is there the most of?
Do you think the bird is rightly named?
What other colors can you see?
What color is its bill? How long?
Do you think it eats seeds or insects?
Why? (Explain.)

What color is its tail? Length? How many toes? Color of legs and feet? Does this bird hop or run?

Where do you think he will build his nest? (Bluebird not a builder.)

What is the first thing that he will do on arriving here?

We must watch for the first bluebird to see how he flies, where he makes his home, and what he eats.

Do you think he is a song bird?

Repeat:

Never the song of the robin

Could make my heart so glad;

When I hear the Bluebird singing
In spring, I forget to be sad.

Hear it! A ripple of music!

Sunshine changed into song!

It sets me thinking of summer,

When the days and their dreams are long.

- EBEN EUGENE REXFORD.

LANGUAGE

Story telling: The Bluebird and the Crocus.

HERE you are at last," cried the Bluebird to a tiny Crocus which had just put its head up out of the ground; "I've been waiting for you ever so many days. What a sleepy head you are!"

"Is that you, Bluebird?" the Crocus replied, pushing its head up higher as it spoke. "Oh, but how cold it is!"

"Cold? Not at all!" chirped the Bluebird. "Just wait until that sumbeam over there reaches you. Then you'll be warm enough."

"I wish it would hurry," said the Crocus. "But tell me, Bluebird, have you had a pleasant winter?"

"Fine," answered Bluebird, hopping about in search of something to eat. "Still I am glad to get back. And what do you think! Look at that cunning little house over your head, high up on a pole. I rather think I shall make it my home."

"Oh, do," said the Crocus, "I would like to have you so near me."

"I wonder who could have put it up there and if it was meant for me?" went on the Bluebird.

"Perhaps the little girl who visits me every year had something to do with it," said the Crocus. "Look, here she comes now. Fly up to the little house and I will see if I can find out about it for you."

Just then the little girl came dancing into the garden. She stopped beside the star-shaped flower-bed at the head of the path. "Not a sign of a flower yet," she cried. "Oh, I do wish they would hurry."

Then she caught sight of the blue Crocus standing alone in the bed. "Oh," she cried, "here is a dear little Crocus. How glad I am to see you, you dear little blue thing."

The Crocus was very happy at these words, but the little girl did not notice this, for a merry song over her head made her look up. She danced up and down in her glee at what she saw.

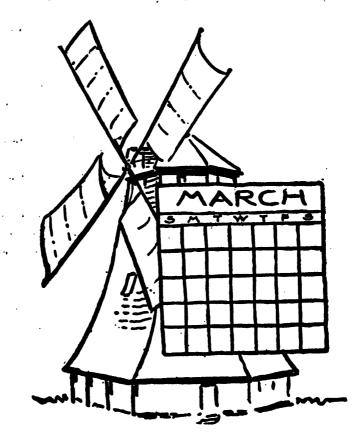
"A Bluebird is going to live in our house," she cried. "I told Brother Ned I knew one would come, but he laughed at me all the time he was making the house. I must tell him." And she ran into the house.

The Bluebird flew back to the Crocus. "It is as I thought," said the Crocus, "that little girl had the house put there for you.

She was very happy when she saw that you had found it. She was pleased, too, because I had come."

"Glad to hear it," said the Bluebird. And he flew to the lilac bush and sang his best spring song.

— From Child World.



GEOGRAPHY-LIFE IN HOLLAND

REVIEW previous lesson.

How did we go on our play journey to visit the Dutch? Across what water?

What was the name of the boat? What made the boat go?

How long did it take us to go?

Where did we sleep? Eat?

Who took care of the boat?

Who were his helpers?

What work did the sailors have to do?

How were they dressed?

Was the boat a better one than Columbus had? Why?

What made Columbus' boat sail?

As we neared Holland what did we see?

Of what use to the people are the windmills?

How are the streets of Holland different from ours?

Where do some of the little Dutch children live? (On canal boats.)

Should you not think that they would get very tired of living on a boat?

What do the children do?

How do they keep their boat home? (Very neat and clean.)

Where do some of the other people live? (In windmills.)

What are the people who live in the mills called? (Millers.)

Would you like to live in a mill?

Do any of the people live in houses as we do?

Next time we will talk about these other homes.

DRAWING

DRAW March landscape. Trees swaying in the wind.

BUSY WORK

A. M.

A DIVISION: Letters — story slips.

B Division: Letters — words containing new phonogram.

RECESS

A: (1) Stories on board — fill blanks.

B: Dominoes — (2) Place dots.

P. M.

A: Spelling - Write. I see a big tree.

B: (3) Words — write.

RECESS

A: Pegs — outline (4) kite flying.

.. B: Pegs — outline (5) design.

THURSDAY

MORNING TALK—WEATHER OBSERVATIONS

How does this morning differ from yesterday morning? (Snowy.)

From where does the snow come?

What was the snow before Jack Frost turned it into snowflakes?

What does every little snowflake look like?

How many points has the snowflake star?

What is the wind doing this morning?

What kind of a wind is it?

How do you know that?

Are the snowflakes all moving in one direction?

Recite poems learned about snow.

⁽¹⁾ Number.

⁽²⁾ On domino. Write corresponding number below.

⁽⁸⁾ List on board.

⁽⁴⁾ Imaginary.

⁽⁵⁾ Hektographed on cards.

GEOGRAPHY — HOLLAND — HOMES

What other strange things besides the windmills do we notice in Holland? (High walls.)

Of what are these walls built?

Why are they built? (To keep the water from overflowing the land.)

Why would the water cover all the land were these walls not made? (Ocean is higher.)

What would happen were the walls to break?

Tell me about the homes in which the Dutch live.

What kind of houses do the rest of the people make? (Built of red or pink brick.)



What do they put around the windows and doors? (White stripes.)

Do they have cellars as we do?

What is underneath?

How do the Dutch keep their houses? (Very neat and clean.)

When a little baby, boy or girl, comes to a house how do the people passing by know about it? (A little silk pin-cushion is hung on the door.)

What color is the cushion? (Blue for a girl — red for a boy.)

Which room in the house is most used? (Kitchen.)

Would you like to live in Holland?

Why?

DRAWING-PAPER CUTTING

CLOTHES hanging on a line.

LANGUAGE

Poem: The Wind.

MEMORIZE second stanza.

Review first stanza.

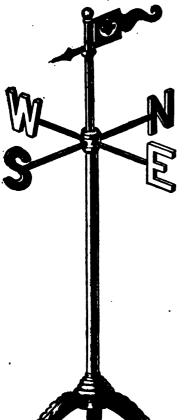
Can you see the wind?

What can you see?

What did you feel?

Why can you not see the wind?

How do you know the wind is there?



What kind of a wind do you think this wind is?

What makes you think so?

You may repeat the poem after me.

Would you like to know who wrote this poem?

Tell the children something of Stevenson's life.

BUSY WORK

A.M.

A DIVISION: Letters—newwords.

B Division: Letters—new words.

RECESS

A: Number game — stories from chart.

B: Dominoes - place dots.

P. M.

A: Write spelling — I see a big apple tree.

B: Spelling slips — copy.

RECESS

A: Pegs — lay snowflake.

B: Straws — string.

FRIDAY

MORNING TALK—SIGNS OF SPRING

WHAT animals have been sleeping all winter?

In what month did they go to sleep?

To what season does that month belong?

What insects have been asleep?

Have they wakened yet?

Where have they been sleeping?

Where are the snakes? The squir-rels?

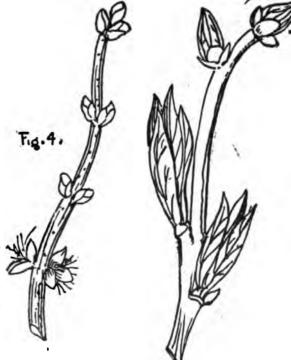
What birds have remained all winter with us?

What are the little buds on the trees beginning to do?

What wakens them?

In what month did Motner Nature begin to put her children to sleep?

What is she doing now? (Calling them to wake up.)



LANGUAGE

Picture Lesson: Pictures of Life in Holland.

GIVE each child a picture. He must when his turn comes tell a connected story about his picture.

GEOGRAPHY

MAGINARY journey to the four cardinal points.

Mary, where will you travel to-day?

Why do you wish to go south?

How will you go?

What kind of clothing will you take with you?

What people will you see? (Colored.)

What will they be doing? How dressed?

What sounds will you hear?

What will you have to eat?

What wind will blow?

Will you stay long? Why?

Choose another child and continue in this way with other directions.

BUSY WORK

A.M.

A DIVISION: Letters—spelling (1) words.

B Division: Letters — new words.

RECESS

A: Number slips — write stories.

B: Tablets — trace place (2) rings.

(2) Illustrating new number.

⁽¹⁾ Review — from slips kept in desks.

P. M.

A: Write spelling — I see a star.

B: Write numeral — three.

RECESS

A: Pegs - lay boats. B: Peas - same.



SECOND WEEK

MONDAY

MORNING TALK—NATURE LESSON

WHAT are your mothers getting ready to do? (Clean house.)

What will Mother Nature soon begin to do?

What helpers will she have?

What does your mother do first?

What will Mother Nature do first? (Take off winter coverings.)

What are her winter coverings? (Snow and ice.)

Who will help her do this?

How long will it take him?

After the coverings are off what comes next? (Must sweep her house.)

What brooms will Mother Nature use? (Winds.)

Which broom is the very largest and strongest of all? (March.)

What things must they sweep and brush away?

After your mamma has her floor nicely swept what next?

What helper will wash Mother Nature's floor? (Rain.)

In what month does Mother Nature get ready for that helper? (In April.)

What helper dries her floor? (Sun.)

After the floor is dry what must be done? (Put a carpet down.)

What color does Mother Nature wish her carpet to be? (Green.)

Do you like a green carpet?

Which helper makes and puts down the carpet? (The grass.)

Does she wish her carpet to be all green?

What other colors does she like?
Which one does she wish to try first?
Upon what helper does she call for this color? (The dandelion.)
Then what other colors does she wish to have in her carpet?
What helpers bring these?
Will Mother Nature stop then?
She will be very tired I am sure.
Next time we will see if she does.

LANGUAGE

POEM—"The Wind."
Complete the poem.
Repeat first two stanzas.
What question have you asked the wind?
Is the wind small?
What word tells you that it is not?
Do you think that the wind is a bird?
What do you think about it?
You may say the poem after me.
Recite the whole poem.

HISTORY

Fable: The Old Lion.

A LION who had grown too old and feeble to go out and hunt for prey, could hardly find enough food to keep him from starving. At last he thought of a plan for bringing the game within his reach.

He kept quite still in his den and made believe that he was very sick. When the other animals heard of his distress, they came, one by one, to look at him and ask him how he felt. But no sooner were they within his reach than he seized upon them and ate them up.

After a good many beasts had lost their lives in this way a Fox came along.

"How do you feel to-day, friend Lion?" he asked; but he took care to stand at a safe distance from the den.



"I am very sick," said the Lion. "Won't you come in? It does me a great deal of good to see my kind friends."

"Thank you," said the Fox; "but I see that all the tracks point toward your den, and none point away from it."

-From Fairy Stories and Fables.

DRAWING—COLOR DUTCH PICTURE

BUSY WORK

A. M.

A DIVISION: Letters — Sentence slips — copy.

B Division: Letters — new words.

RECESS

A. M.

A: Pictorial Number.

B: Number boxes — Select new number.

P.M.

A: Write March.

B: Outline March.

RECESS .

A: Spelling Slips — copy.

B: Name Slips — copy.

TUESDAY

MORNING TALK—STUDY OF TWIGS

MATERIAL — twigs from the horse-chestnut tree.

What color is your twig?

From what tree did it come?

Is your twig all one color? What does the bright part tell us? Can you see some little rings on your twig? What do these rings tell us?

Find me a scar on your twig.

Who will make me a picture of the scar on the board?

What shape is it?

What do the little dots on the scar tell us? (Number of leaflets the twig had last year.)

What made the scar? What does it tell us?

Let the children count and see how many leaves the twig had last year.

We will put the twigs back into water and notice what happens.

LANGUAGE - SENSE TRAINING - HEARING

CALL four or five children to the front of the room. Arrange them in a row and blindfold them.

Let them answer in turn.

Teacher raps on the desk.

"Mary, what did I do?"

"You struck the desk."

Continue with the other children, each time tapping on a different object. Ex: — bell, book, glass, etc.

GEOGRAPHY — DUTCH — DRESS

MATERIAL—doll dressed in Dutch costume. Procure a doll having rosy cheeks, blue eyes, and flaxen hair braided in two braids.

We have a visitor this morning. From what country do you think she has come?

What is her name? (Gretchen.)

What color are her eyes? Hair?

How does she comb her hair?

Is not she a very tidy looking little maid?

What color is her skirt? Waist?

What is her waist called?

Do you think she likes bright colors?

When does she wear this pretty little muslin cap?

How do you suppose she dresses in winter?

What kind of (1) shoes has Gretchen?

⁽¹⁾ May be cut from cork stoppers.

Should you not think that these would be very noisy at school and in the house at home?

What is done to prevent the noise?

What other reason have they for leaving their shoes at the door? What keeps the shoes white and clean? (Are scoured and scraped every Saturday.)

We will put Gretchen here on the shelf with Agoonack, Priscilla, and our other visitors.

DRAWING—DRAW TWIG

BUSY WORK

A. M.

A DIVISION: Letters — new words.

B Division: Letters — new words.

RECESS

A: Blocks - draw.

B: Number boxes — story.

P. M.

A: Write spelling. I see a pretty star.

A: Name slips — copy.

RECESS

A: (1) Word envelopes — arrange.

B: Pegs — copy (2) design.

(2) On chart.

⁽¹⁾ Words hektographed on slips. To be sorted according to endings.

WEDNESDAY

MORNING TALK—NATURE

WHAT did we leave Mother Nature doing in our last talk?
What do you think she will do next to make her house more beautiful? (Put blossoms and leaves on the trees.)

What visitors will she have?

Will she have rooms for all?

Where will the frogs find rooms?

The birds? The squirrels?

The bees? The butterflies?

LANGUAGE

Tell: The Obstinate Pig.

AN old woman was sweeping her house, and she found a little crooked sixpence.

"What," said she, "shall I do with this little sixpence? I will go to market and buy a little pig."

As she was coming home she came to a stile; but piggy would not go over the stile.

She went a little farther and she met a dog. So she said to the dog:

"Dog, dog, bite pig!
Piggy won't get over the stile.
And I shan't get home to-night."
But the dog would not.

She went a little farther and she met a stick. So she said:

"Stick, stick, beat dog!
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get home to-night."
But the stick would not.

She went a little farther and she met a fire. So she said:

"Fire, fire, burn stick!
Stick won't beat dog.
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get home to-night."
But the fire would not.



She went a little farther and she met some water. So she said:

"Water, water, quench fire!
Fire won't burn stick.
Stick won't beat dog.
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get home to-night."
But the water would not.



She went a little farther and she met an ox. So she said:

"Ox, ox, drink water!
Water won't quench fire.
Fire won't burn stick.
Stick won't beat dog.
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get home to-night."
But the ox would not.

She went a little farther and she met a butcher. So she said:

"Butcher, butcher, kill ox!
Ox won't drink water.
Water won't quench fire.
Fire won't burn stick.
Stick won't beat dog.
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get home to-night."
But the butcher would not.

She went a little farther and she met a rope. So she said:

"Rope, rope, hang butcher!
Butcher won't kill ox.
Ox won't drink water.
Water won't quench fire.
Fire won't burn stick.
Stick won't beat dog.
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get home to-night."
But the rope would not.

She went a little farther and she met a rat. So she said:

"Rat, rat, gnaw rope!
Rope won't hang butcher.
Butcher won't kill ox.
Ox won't drink water.
Water won't quench fire.
Fire won't burn stick.
Stick won't beat dog.
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get home to-night."
But the rat would not.

She went a little farther and she met a cat. So she said:

"Cat, cat, kill rat!
Rat won't gnaw rope.
Rope won't hang butcher.
Butcher won't kill ox.
Ox won't drink water.
Water won't quench fire.
Fire won't burn stick.
Stick won't beat dog.
Dog won't bite pig.
Pig won't get over the stile.
And I shan't get come to-night."

The cat said: "If you will get me a saucer of milk from the cow in yonder field I will kill the rat."

So the old woman went to the cow and said: "Cow, cow, will you give me a saucer of milk?" And the cow said: "If you will get me a bucket full of water from yonder brook I will give you the milk."

And the old woman took the bucket to the brook; but the water all rushed out through the holes in the bottom. So she filled the holes up with stones, got the water, and took it to the cow, who at once gave her the saucer of milk.

Then the old woman gave the cat milk, and when she had lapped up the milk —

The cat began to kill the rat.

The rat began to gnaw the rope.

The rope began to hang the butcher.

The butcher began to kill the ox.

The ox began to drink the water.

The water began to quench the fire.

The fire began to burn the stick.

The stick began to beat the dog.

The dog began to bite the pig.

The pig jumped over the stile.

And so the old woman got home that night.

GEOGRAPHY — DUTCH AMUSEMENTS

WHAT do you think Gretchen and her brother like to do?

Do they play the same games that you do?

Where there is so much water what do you think that they do?

Where do they sail their boats?

You sometimes take a drive, or a ride on the electric cars.

What kind of rides do they take? (In boats.)

When is the time that they can have drives? (On ice when lakes and canals are frozen.)

What else do they do when canals are frozen?

Is it just the children who skate? (Every one.)

Would it not look queer to you to see mammas skating with babies or baskets on their backs?

Would you like to skate to school every day?

Do you think your papa would enjoy skating to his work every day?

Would it not seem odd to see grandpa or grandma skating?

Do you think they skate in their wooden shoes?



DRAWING

WITHIN simple outline traced from patterns, make flat tones of color.

BUSY WORK

A. M.

A DIVISION: Newspaper slips — mark (1) words.

B Division: Newspaper slips — mark new phonogram.

RECESS

A: Pictorial number.

B: Tablets — trace — write story.

P. M.

A: Spelling slips — copy.

B: Copy spelling from board.

RECESS

A: Scissors — Cut Dutch scenes.

B: Pegs — outline the above.

THURSDAY

MORNING TALK—COW

MATERIAL — pictures.

I am thinking of an animal that gives us milk to drink.

It gives us meat to eat.

It gives us cheese and something to spread on our bread.

It gives us buttons.

It gives us glue.

It gives us shoes, candles, and soap.

Can you guess its name?

Where does the cow live?

Where does it stay in summer?

⁽¹⁾ Containing five letters.

In winter?
What does the cow eat?
What is the flesh of the cow called?
What is a little cow called?
How many feet has the cow?
Are they like the horse's foot?
How different?



With what is the cow's body covered? Who has seen a cow?
Tell me now all the cow gives us.

LANGUAGE -- POEMS

REVIEW poems learned during the year.

Let children make the selection each time.

GEOGRAPHY — HOLLAND — PETS

MATERIAL — Pictures of cows.

Do you think the Dutch people are fond of pets? Why?

They have one very queer pet.

We talked about one of their pets this morning.

Do we make pets of our cows?

What do the children do for the cows? (Wash and comb them.)

Of what other animal are they fond? (Donkey.)

How do the people deliver milk to their customers?

Where do the Dutch get their drinking water?

Show pictures of milkwomen, etc.

DRAWING

WITHIN a circle trace some ornamental figure from a pattern. Color the ground with a flat tone of color—leaving the figure white.

BUSY WORK

A. M.

A DIVISION: Letters—make March from memory.

B Division: Letters - new words.

RECESS

A: Domino - trace - write story.

B: Domino — place dots — number.

P. M.

A: Copy spelling — change to print.

B: Same - with letters.

RECESS

A: Trace - cow.

B: Pegs - outline cow.

FRIDAY

MORNING TALK — REVIEW OF MONTH

WHAT is coming next week? (Vacation.)

When we come back to school what changes will have taken place in Mother Nature's house?

What changes since February went away?

How many pleasant days have we had? Stormy?

What kind of storms have they been?

What is Mother Nature doing now?

When do you think she will be through?

What have we had a great deal of?

Do you like March?

Tell me some of the games you have played since March came. Have you any little story that you can tell me about March?

LANGUAGE

Tell: The Hero at the Dike.

THIS little boy's name was Peter, and he had been sent on an errand by his father. As he was coming home he noticed the water trickling through a narrow opening in the dike. Do you know what a dike is? A large bank which has been built up to keep out the sea. He stopped and thought of what would happen if the hole were not closed. He knew, for he had often heard his father tell of the sad disasters which had come from small beginnings, that in a few hours the opening would become bigger and let in the mighty mass of water. Then the angry, dashing sea would sweep on to the next village, destroying life and property in its way. Poor Peter did not know what to do. If he should go home for help, it would be dark before any one could get to the place, and then the hole might be so big that it could not be mended or closed. So he sat down on the bank of the

canal, stopped the opening with his arm and waited for some one to come by. Hour after hour passed by. It became darker and colder, and Peter was so wet and tired and stiff he could hardly stand it. All night he stayed there, and when morning came a man walked up the canal. Poor Peter was too weak to call for help, but the man heard him groan and came to see what the trouble was. "What are you doing here, my boy?" he said. "I am keeping back the water, sir, to save the village from being drowned," answered the boy, with lips so benumbed with cold that he could hardly speak.

The astonished man relieved the boy and sent him to alarm the people in the town, who came out and mended the dike. He had saved their lives for them, and thousands of dollars worth of property. Was he not a brave and noble boy to do this?

In what country did this happen?

GEOGRAPHY

REVIEW Dutch life as indicated:

Customs.

Homes.

Amusements.

Appearance.

Pets.

Occupations.

Aim to get connected stories.

Each child take one topic only.

BUSY WORK

A. M.

A DIVISION: Letters—(1) words from memory.

B Division: Letters—(2) words from memory.

⁽¹⁾ Action.

⁽²⁾ Name.

RECESS

A: Number game.

B: Same.

P. M.

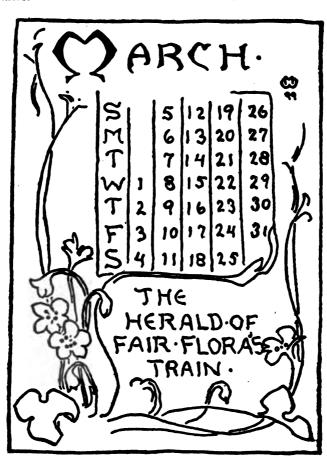
A: Write name.

B: Write - spelling.

RECESS

A: Optional.

B: Same.



THIRD WEEK

MONDAY

MORNING TALK—RIDDLE

I AM a noisy fellow.

My play is rough.

I love to take boys' caps off.

I turn umbrellas wrong side out.

I toss little girls' hair about.

I paint their cheeks red.

I do not play all the time.

I have much work to do.

I bring the snow.

I bring the rain.

I waken the flowers.

I rock the birds in their cradles.

I sail boats and turn wind-mills.

Can you guess my name? (Wind.)

LANGUAGE—PICTURE STUDY—THE MILL— RUISDAEL

MATERIAL — large picture.

Of what is this a picture?

In what country?

What tells you that?

Look at the sky.

What do the clouds say to you?

Is there any light on them?

Where? Why?

Who will come and touch the arms of the mill? Are they moving?
What will make them move?
Look at the sails of the boat.
At the water below the boat.
Is the water smooth or rough?
Why?
Do you like the picture?
Why?

GEOGRAPHY — LOCAL

IN what State do you live? In what city? Who is the mayor of your city? What school do you attend? Upon what street is it? Who is your Superintendent? Principal? Teacher? What other school buildings in your city? Where is the post office? Is your city near a river? What is the river called? Does that river have any work to do? Are you near any lakes? How is your city lighted? On what streets are the railway stations? What mills in your city? Shops? What is your father's business? Have you ever lived in any other city?

DRAWING - ACTION DRAWING

PLACE action figures representing running on the blackboard. Show that walking is falling and that running is faster falling. Show that the oblique line is the line of action.

By the slant of the lines have children determine which figures are running the fastest.

Children reproduce on paper.

BUSY WORK

A. M.

A DIVISION: Reading slips—copy with letters.

B Division: Same.

RECESS

A: Tablets — trace — (1) place dots.

B: Same.

P. M.

A: Copy spelling.

B: Word slips — trace.

RECESS

A: Color box — sort colors.

B: Colored worsted — sort colors.

TUESDAY

MORNING TALK—APPEARANCE OF NATURE

What kind of a morning?
What day of the month is it?
To what season does March belong?

How many spring months are there?

Which do you like the best?

Why?

What is the color of Mother Nature's carpet now? How have the colors changed since last month?

⁽¹⁾ To illustrated new number story.

What color are the trees?

Have you noticed any changes in the rivers and lakes since February?

What color is the sky this morning? Have you seen any birds lately? What ones?

Where were they? What were they doing?

LANGUAGE

Poem: March.

MARCH! March! March! They are coming
In troops to the tune of the wind:
Red-headed woodpeckers drumming,
Gold-crested thrushes behind;
Sparrows in brown jackets hopping
Past every gateway and door;
Finches with crimson caps stopping
Just where they stopped years before.

March! March! March! They will hurry
Forth at the wild bugle-sound;
Blossoms and birds in a flurry,
Fluttering all over the ground.
Hang out your flags, birch and willow!
Shake out your red tassels, larch!
Up, blades of grass from your pillow!
Hear who is calling you — March!

LUCY LABOOM.

Memorize first stanza.

Who is coming? How!

How are they like soldiers?

By what music are they marching?

What birds are leading?

What sounds can you hear?

Where are the thrushes?

What color are the thrushes?

How are the sparrows coming?

How do the finches look? Where will they stop?

HISTORY — REVIEW

MATERIAL—mounted pictures of presidents, poets, and characters in history studied by the class.

Place the pictures upon the ledge of the blackboard.

Who will find the picture of our first president?

Tell me his name.

Where did he live when a boy? Where after he became president?

What made him such a great man?

Who will tell me something about his boyhood?

If he were alive now what things would he say to you?

How old would he be?

Find me the picture of the president called Honest Abe.

Why do you suppose he was called that?

Where was his early home?

Tell me about his school days.

What kind of a boy was he?

What things could he do better than other boys?

Find me the picture of a poet.

Tell me his name.

Where did he live?

What poems did he write?

Can you say one of those poems for me?

Which one would you like to recite?

Find me the picture of the man whose birthday we celebrate on February fourteenth each year.

How do we celebrate his birthday?

Who will touch and name all the pictures?

DRAWING

DRAW March landscape.

Use blue crayon for sky, brown crayon for trees. Cut the drawings in oblongs or squares and mount.

BUSY WORK

A. M.

 ${f A}$ DIVISION: Letters — new words.

B Division: Same.

RECESS

A: Forms — trace (1) place dots.B: Tablets — trace, place dots.

P. M.

A: Sentence envelopes — make stories.

B: Word envelopes (2) arrange.

RECESS

A: Picture puzzles - arrange.

B: Pegs — copy designs from cart.

WEDNESDAY

MORNING TALK

WHAT is your favorite game?
How is it played?
Why do you like it?
What is your favorite flower?
Its color? Where does it grow?
When is it in bloom?

⁽¹⁾ To illustrate new number story.

⁽²⁾ According to phonograms.



The Two Mothers

GEOGRAPHY—SEASONS

MATERIAL — Pictures representing different seasons.

Show a picture, remove it, call upon a child to name the season. Call twelve children to the front of the room and name each one a month.

Teacher, call the name of a season. The months in that season run to their seats.

Continue until all the months are seated.



Tell all the spring months to stand.
Call upon some one to name them.
The winter months may hold up their right hands.
Who can tell their names?
The autumn months may face the back of the room.
Who will name the autumn months?
Teacher call the months to her one by one.
Class tell the season to which each belongs.

DRAWING

Paper cutting — cut favorite animal.

BUSY WORK

A. M.

A DIVISION: Letters — new words.

B Division: Letters — (1) words.

RECESS

A: Number game — (2) arrange.

B: Number boxes — find new number.

P. M.

A: (3) Game of seasons — arrange.

B: Name slips — trace.

RECESS

A: Picture envelopes — arrange.

B: Straws — (4) string.

THURSDAY

MORNING TALK—BIRD REVIEW

MATERIAL — Mounted specimen of the birds already studied.

Teacher, describe a bird as to color, habits, home.

Call upon a child to touch and name the bird described.

Continue until all the birds have been named.

Choose a child to describe a bird.

The child guessing correctly may take his place.

Continue.

⁽¹⁾ Containing new phonograms. Selected from lists on board.

⁽²⁾ To illustrate new number.

⁽⁸⁾ Explained elsewhere.

⁽⁴⁾ According to some definite arrangement.

LANGUAGE - ORAL REPRODUCTION

A YOUNG goat once climbed upon the roof of a house. This made him feel very proud and brave.

He was looking around and thinking how very high he was, when he saw a wolf in the yard below.

Knowing very well that the wolf could not get him, he commenced calling him names and making fun of him.

"Oh, ho!" laughed the wolf; "you are not half so brave as you appear. It is the high roof, not you, that laughs at me."

HISTORY

TEACHER, think of some one about whom we have studied.

Call upon different children who ask:

Was he our first president?

No, he was not our first president.

Was he a poet? No, he was not a poet.

The child who guesses correctly may think of some one.

DRAWING

ILLUSTRATE story of the Goat and the Wolf.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) cut.

B Division: Letters—names of (2) seasons.

RECESS

A: (3) Pictorial number.

B: Number boxes — find new number.

⁽¹⁾ Words containing new phonogram. Copy on long slips.

⁽²⁾ From blackboard.

⁽⁸⁾ Illustrating new number story.

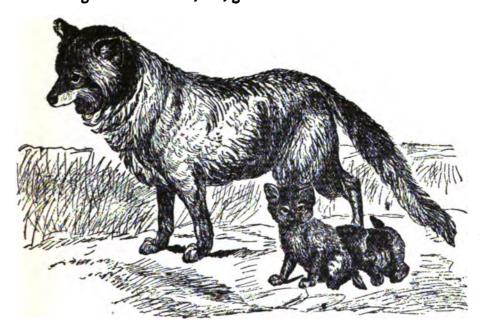
P. M.

A: Lentils — lay musical (4) exercise.

B: Same.

RECESS

A: Color tablets — arrange (5) border. B: Pegs — outline wolf, fox, goat.



FRIDAY

MORNING TALK

REVIEW sugar making.

Of what is maple sugar made?

From what trees do we get the sap? How?

How does the sap taste?

⁽⁴⁾ From chart.

⁽⁵⁾ Original.

What color is it?

How is it made into sugar?

What other kinds of sugar have you seen?

From what made?

Where does the sugar-cane grow?

How is the juice extracted from it? (Explain.)

Tell me all the food you ate for breakfast containing sugar.

LANGUAGE

Poem: March.

 ${f T}_{ ext{EACH last stanza.}}$

Who ever heard a bugle?

Where would we be likely to hear one?

How did the blossoms come?

What made them hurry?

What will the willow and birch trees do? The larch?

Tell me about the grass.

You may repeat the whole story after me.

GEOGRAPHY - REVIEW

MATERIAL — Pictures of the people of different nations.

Teacher, call the name of a country. Ask some child to find the people from that country.

Teacher, name a peculiarity of some country.

Who knows the name of that country?

Find the people who live there.

Choose a child to take the teacher's place.

BUSY WORK

A. M.

 ${f A}$ DIVISION: Letters — new words.

B Division: Story slips - copy.

RECESS

A: Dominoes — place dots.

B: Number game — arrange.

P. M.

A: Write spelling - change to print.

B: Story envelopes.

A: Scissors — cut (1) pictures. B: Scissors — cut (2) pictures.

DRAWING

LANDSCAPE with colored crayons as a medium.

⁽¹⁾ Illustrating story of reading lesson.

⁽²⁾ Of goat and wolf.

FOURTH WEEK

MONDAY

MORNING TALK-GROWTH

MATERIAL — Seeds planted two or three weeks beforehand in four different pots.

The first pot contains good earth, has been well watered and kept in a sunny window.

The second pot contains good earth, has stood in the sun, but has not been watered.

The third has had plenty of sunshine and water, but is filled with sawdust.

The fourth pot contains good earth, has been well watered, but kept in the dark.

Ask the children to find the best plant.

Tell story:

Nellie and Ralph decided one day that they wanted to have some plants. They told Mother and she gave each some seeds and a flower pot.

Nellie and Ralph ran out into the garden and filled the pots with earth, then planted the seeds. After watering them well, Ralph put his on the sill of a sunny window, but Nellie, fearing the kitten would knock hers off the sill, carried it to a dark closet, set it carefully upon the shelf, and closed the door.

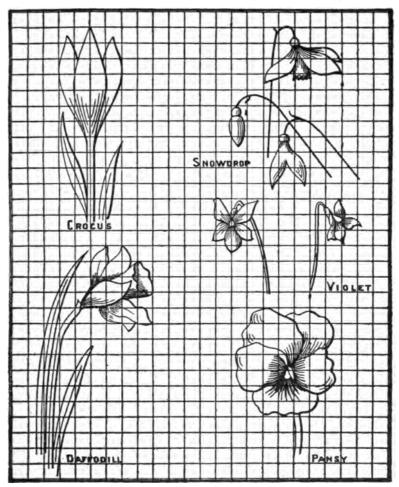
A few days after planting the seeds Ralph's father gave him a new cart. He was so delighted with the cart that he completely forgot his wish to have some plants.

At first the warm sunshine and the moist earth in which he had planted the seeds gently coaxed, and they started bravely to grow.

Nellie did not forget her seeds. She watered them every day and soon they began to grow.

About three weeks after, Father heard about the seeds and asked to see them.

"Oh!" said Ralph, "I forgot all about mine."
He ran to the sunny window and brought back his plant.



Who will find Ralph's plant?

Yes, it looked like this.

Nellie brought hers from the closet. "Oh! mother," she said, "what can ail my plant? It is not green at all."

Who will find Nellie's plant?

What does her plant need?

The children decided to try again. This time the seeds should have plenty of water and sunshine.

Mother gave the children more seeds and they went to the garden to fill the pots.

Nellie filled hers with good rich earth, and then after planting the seeds put the pot in the sunny window and watered it every day.

Ralph, seeing some nice clean sawdust, filled his pot with that.

This time he did not forget, but watered the seeds every day, and gave them plenty of sunshine.

When Father asked to see the plants next time, how did Nellie's look?

Who will find it?

Who will find Ralph's plant?

What had Nellie's plant that Ralph's had not?

What does good earth give to the plant? (Food.)

Who will tell me three things the plant needs to make it grow well?

LANGUAGE

REVIEW poem: "March."

GEOGRAPHY — LOCAL

MATERIAL — Mounted pictures of familiar public buildings.
Place the pictures upon the ledge of the blackboard.

Ask for the picture of the building from which we get our letters, paper, etc.

Continue with the other buildings, each time describing their purpose and most notable features.

Develop the location of the buildings.

DRAWING - ACTION

Pose child running. Class draw.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) underscore—(2) copy.
B Division: Letters—new words.

RECESS

A: Number game — arrange.

B: Dominoes — trace, place dots.

P.M.

A: (3) Words — change from script to print.

B: (4) Words — copy.

RECESS

A: (5) Animal pictures — arrange.

B: Same.

TUESDAY

MORNING TALK-GROWTH

MATERIAL — Small puppy.

We have a little visitor this morning. What will the puppy grow to be some day?

What does the puppy need if he is to grow big? (Food.)

⁽¹⁾ Familiar words.

⁽²⁾ With letters.

⁽³⁾ Spelling.

⁽⁴⁾ Spelling.

⁽⁵⁾ Pasted on cards. Names of animals on small slips. Five slips for each picture.

Anything else? (Water.)

Suppose I shut him up in a tight box. What would happen? What must he have to breathe?

Does the puppy keep very still all the time? What does running, jumping, and playing do for him? What do we call this? (Exercise.)



After playing awhile, how does the puppy feel? (Tired.) What must he do when he gets tired? (Rest.)

Who will tell me five things the puppy needs to make him grow? (Food, water, exercise, fresh air, and rest.)

Who will tell me what the plants need to make them grow? (Food, water, sunshine.)

LANGUAGE - PICTURE STUDY

MATERIAL — Picture of Corot's "Spring."

What season of the year is it?

Why do you think so?

What time of day is it?

What tells you that?

What seems to be over everything in the picture?







As you come nearer to the picture what seems to come out of the haze?

Have you ever been out of doors when things looked that way?
What time of day was it?
Where is the sun?
Why do you think so?
What do you see reflected in the water?
Are there people in the picture?
What are they doing?
How does the tree at the left look?
Why are there so few leaves upon it?
Do you like the picture? Why?
Who painted it? (Tell children.)
Tell something of his life.

HISTORY - FABLES

MATERIAL — Pictures representing the fables studied by the class.

Ask a child to choose a picture and tell the story. Continue with all the other pictures.

DRAWING—PAPER CUTTING

LLUSTRATING fable.
Choice of fables optional with the class.

BUSY WORK

A. M.

A DIVISION: Letters—new words.
B Division: Letters—(1) words.

⁽¹⁾ Having similar endings.

RECESS

A: Pictorial number - draw.

B: Pictorial number — attach (1) name.

P. M.

A: (2) Word slips — (3) insert — copy.

B: (4) Word slips — copy.

RECESS

A: Color box — arrange (5) border.

B: Colored pegs — (6) arrange.

WEDNESDAY

MORNING TALK — GROWTH

TELL me three things a plant needs in order to grow.

Tell me five things an animal needs to make it grow.

How many of these things do you need?

When do you eat?

When do you drink?

When do you rest?

When do you need to exercise?

When do you need fresh air?

How many have the windows in their sleeping-rooms open at night?

Why should you?

I am thinking of a boy who loves to play ball, run, and jump. He likes good bread and butter and milk. He goes to bed every night not later than eight o'clock, and sometimes he gets so very tired that he goes at seven o'clock.

⁽¹⁾ Group.

⁽²⁾ Hektographed having one or more letters omitted.

⁽³⁾ Missing letter.

⁽⁴⁾ Troublesome spelling words.

⁽⁵⁾ From chart.

⁽⁶⁾ Copy design from chart.

This boy's name is Jack. Jack has a cousin who does not like to play out of doors. At school he always asks to remain in at recess. He eats, oh! so much candy. When his mother tells him it is time for bed he begs to sit up a little longer.

This boy's name is Will. Which boy is the larger and stronger?

Now tell me the things you must have in order to grow.



LANGUAGE - SENSE TRAINING - MEMORY

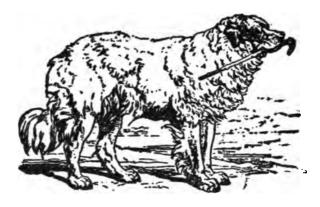
DISTRIBUTE toys in different parts of the room. Ask a child to run, touch a toy, and name it.

Ask another child to touch that toy and one other and name each as he touches it.

Continue in this way until a mistake has been made in the order of touching, then begin a new game.

GEOGRAPHY - REVIEW ANIMALS

AM thinking of a very faithful animal.
He loves his master.
He watches his master's house all night.
He will let no harm come near.
He wears a nice warm coat.



He can smell so well that he often finds people who are lost. Can you guess his name? (Dog.)

Where is his home?

Continue in this way with the other animals studied. Give chief characteristic of each.

DRAWING-PAPER CUTTING

MAKE free-hand cuttings of animals that live in cold countries.

BUSY WORK

A. M.

 ${f A}$ DIVISION : Letters — new words.

B Division: Same.

RECESS

A: Write new number story.

B: Pictorial number — attach (1) name.

P. M.

A: (2) Spelling slips — change to print.

B: Spelling slips — copy.

RECESS

A: (3) Game of the seasons — arrange.

B: (4) Bird slip — attach name.

THURSDAY

MORNING TALK—FOOD

TELL me the things we need to keep our body house in order.

What did you name first?

What kind of food is good for boys and girls?

Name some of the kinds of food that will make you grow strong.

Name some kinds that are not good for boys and girls.

What must we have besides food?

What are good drinks?

Name some good drinks.

The bad ones will do what? (Hurt our body houses.)

What other things can boys do to stop their body houses from growing? (Smoke.)

Enlarge upon this as necessity demands.

⁽¹⁾ Group.

⁽²⁾ Words most difficult to learn.

⁽³⁾ Explained elsewhere.

⁽⁴⁾ Hektographed pictures — names on slips.

LANGUAGE — DICTATION

DICTATE sentences composed of words learned in spelling lessons.

HISTORY — REVIEW

MATERIAL—cards upon which are printed the names of characters studied in history.

Distribute cards to class.

Each pupil must name and tell all he can about the person whose name is on his card.

DRAWING - IMAGINATIVE

EACH child draw some incident connected with the history card held in the above lesson.

BUSY WORK

A. M.

A DIVISION: Newspaper slips — (1) cut.

B Division: Same.

RECESS

A: Number game — (2) story.

B: Dominoes — trace, place dots.

P. M.

A: (3) Vegetable slips — arrange.

B: Spelling slips — copy.

RECESS

A: Word envelopes — (4) sort.

B: Color boxes — sort colors.

(2) New.

(3) Hektographed pictures. Names on slips. Ten slips for each picture.

(4) According to phonograms.

⁽¹⁾ Words having same endings.

FRIDAY

MORNING TALK—REVIEW MONTH

WHEN we come to school next week what month will it be?
How many pleasant days have we marked on the calendar?
How many stormy ones?
How many of those storms have been snow? Rain?
What are some of the other things March has brought us?
What has Mother Nature been doing this month?
Have we seen any birds?
What ones?
Any flowers? Insects?
What have the farmers been doing? Our mothers?
You may sing me a song about March.

LANGUAGE - POEMS

RECITE all the poems learned during March.

GEOGRAPHY

Story: The Little Red Hen.

ONCE there was a little Red Hen. She was a wise body and lived all alone.

A nice, quiet body was the little Red Hen! She worked hard on her farm all day.

Can't you see her, children, driving her little horses and milking her little cows?

Over the hills and far away lived a bad, old Fox.

Oh, he was a very wicked old fellow, children!

He lived in a den among the rocks. His wicked old mother lived with him. And she was even more wicked than her son.

Now the Fox wanted to get the Red Hen to eat. He would lie awake nights to think how to get her.

He thought and thought until he was only skin and bones.

But at last a plan came to him. He took a big bag and said to his mother:

"Have the pot boiling. Be sure to have it boiling when I get home."

"I'll bring the Red Hen, and we'll have her for supper."

Then he stole away over the hills to where the little Red Hen lived.

At last he came to the Red Hen's house. She was picking up sticks.

"All right," said the Fox, stepping in at the door.

He looked about for a place to hide. He hid under the bed, but his nose stuck out.

Then he hid under the table, but his tail stuck out. At last he went behind the door.

The little Red Hen came in with her apron full of sticks.

She locked the door and put the key in her pocket.

Then she turned around.

There stood the Fox! There lay his big tail spread out on the floor!

Oh, how scared was the little Red Hen! She dropped her sticks, and flew up on the beam that ran across the room.

"You won't get me now," she cried. "You may as well go home, you bad fellow."

"All right," said the Fox; "I'll bring you down soon."

So he played a trick on the floor right under where she sat.

He turned round and round after his tail.

Poor little Red Hen! She got dizzy looking at the Fox's tail. So-she just dropped on the floor.

The old Fox picked her up and put her in his bag.

Then he set out for home.

Poor little Red Hen, shut up there in the bag! She cried and cried and cried.

She cried until she had wet her apron and six handkerchiefs with her tears.

She did not want to be carried home by the Fox.

She did not want to be eaten by him and his wicked old mother.

Then she thought of her scissors and pulled them out. She cut a big hole in the bag.

Before old Fox could think, she had jumped out. She took a big stone and put it in the bag.

Then she ran home and locked her door.

"You did n't get me this time, you wicked, sly old Fox," she said.

Well, the old Fox went home.

The stone was heavy, but he did not mind.

Mother Fox was standing at the door.

"Have you the pot boiling?" he said.

"Yes, my son. Did you get the little Red Hen?"

"Yes, mother, here she is in my bag. Now I'll cut the string and hold the bag over the pot. When I drop her in, you put on the cover."

"Yes, my son, I will."

The stone went in with a splash.

The boiling water flew out on every side. It burned the old Fox to death, and the old mother too.

But the little Red Hen lived safe in her house.

She drove her horses and worked in her fields.

And the old Fox never gave her any more trouble.

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DRAWING

ILLUSTRATE story of the little Red Hen.

BUSY WORK

A. M.

A DIVISION: Letters — new words.

B Division: Newspaper slips — (1) underscore.

RECESS

A: Number game — new number.B: Number boxes — new number.

P. M.

A: Sentence envelopes — arrange.

B: Same.

RECESS

A: Optional. B: Optional.

⁽¹⁾ Familiar words.

APRIL PLANS

FIRST WEEK

MONDAY

MORNING TALK—THE SIGNS OF SPRING

WHAT are the signs of spring?

What do the birds do when spring comes? The insects? The seeds? The trees? The grass? The vegetables in the cellar? The plants in the ground? The brooks? The farmers? The chickens? The boys and girls?

What are people doing in yards?

What are the birds doing as you come to school mornings?

Are these sure signs of spring?

Are the trees doing anything? What? How can you tell? (Buds are swelling, sap is running, willow has blossomed, birds are building, insects are crawling out of the bark.)

Sing: Brother Robin.



Listen in the April rain, Brother Robin's here again; Songs, like showers, come and go, He is house-building, I know. Chip, chip, cheery he is singing, Lightly on an elm twig swinging. Though he finds the old pine tree Is not where it used to be,
And the nest he made last year,
Torn and scattered far and near.
Chip, chip, cheery he is singing,
Lightly on an elm twig swinging.

He has neither grief nor care, Building sites are everywhere; If one nest is blown away, Fields are full of sticks and hay. Chip, chip, cheery he is singing, Lightly on an elm twig swinging.

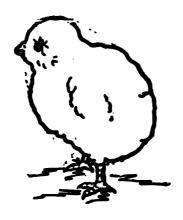
LANGUAGE - SENSE GAME, SIGHT

Pupils close eyes.

Teacher touches one or two who slip quietly from the room. Pupils open eyes and tell who has left the room.

DRAWING

FREE hand cutting from black paper — chicken coop and chickens.



GEOGRAPHY—THE WORLD

Read to the pupils: The Child's World.

GREAT, wide, beautiful, wonderful world, With the wonderful water round you curled, And the wonderful grass upon your breast—World, you are beautifully drest.

The wonderful air is over me, And the wonderful wind is shaking the tree, It walks on the water, and whirls the mills, And talks to itself on the tops of the hills.

You friendly Earth! how far do you go
With the wheat-fields that nod and the rivers that flow,
With cities, and gardens, and cliffs, and isles
And people upon you for thousands of miles?
Ah, you are so great and I am so small,
I tremble to think of you, World, at all;
And yet, when I said my prayers to-day,
A whisper inside me seemed to say,
"You are more than the Earth, though you are such a dot;
You can love and think and the earth can not." — Lilliput Pictures.

What is the child's world?
What is the shape of our world?

How do we know?

Do we live on the outside or the inside of the world?

Does the earth move or stand still? (We are having a ride on this star.)

Can we see it move?

How do we know then that it moves? (Illustrate with globe and candle.)

How long does it take the earth to travel around the sun? (Year.)

How long does it take the earth to spin around? (One day.)

How many seasons do we have while it is going around the sun?

If we did not move around the sun but stayed on one side all the time, how many seasons should we have?

BUSY WORK

A.M.

A DIVISION: Letters — reproduce stories from reading-chart.

B Division: Newspaper slips — cut out known words.

RECESS

A: Write number stories.

Newspaper slips — cut known words.

B: Write number stories.

Mark around square tablet — cut out.

P.M.

A: Copy (1) spelling.

(2) Lentils — outline musical exercise.

B: Write — (three, 3, III).

Colored worsted — (3) sort.

RECESS

A: (4) Number boxes.

B: Peas — outline on desk, signs of spring, as pussy willow, robin, bluebird.

⁽¹⁾ Simple story from board to which is added each day one new word. Example — See the bird. See the pretty bird. See the pretty bird fly.

⁽²⁾ Musical staff hektographed on slips. Lentils cut from cardboard with punch. Exercise on board. Children copy with lentils used as notes.

⁽³⁾ Worsted cut in short lengths. Sort according to color.

⁽⁴⁾ Filled with figures and signs — reproduce story from chart. Example — 2 + 1 = 3.

TUESDAY

MORNING TALK

PLANT seeds, some in boxes of earth, others in glasses, bottles, on wet sponge, etc.

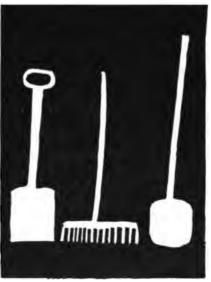
Children make drawings of the seeds before planting.

Date the drawings and note the growth each day. Which sprout first? How does the farmer prepare the ground before planting his seed?

What does Mother Nature then do for him?

What one of her other helpers does she send to aid him?

What must this helper do for the seeds?



LANGUAGE — POEM

TEACH first stanza with gestures,

Of Wynken, Blynken, and Nod, by Eugene Field.

The gestures to be used with this poem are the following: First Stanza. — Second line (1); fifth line (2); ninth line (3).

⁽¹⁾ Form shoe with hands.

⁽²⁾ Point with finger and look toward right, then left.

⁽⁸⁾ Point downward with hand.

Second Stanza. — Second line (1); fourth line (2); fifth line (3); seventh line (4); eighth line (5); ninth line (6).

Third Stanza. — First line (7); third line (8); fifth line (9); seventh line (10); eighth line (11).

Fourth Stanza. — First line (12); second line (13); third line (14); fifth line (15); eighth line (16); ninth line (17).

GEOGRAPHY — TRADES — BLACKSMITH

Read poem: The Village Blacksmith.

WHAT man does Mr. Longfellow tell us a pretty story about in this poem?

How many of you have ever seen a blacksmith?

What does a blacksmith do?

Who has ever been in a blacksmith shop?

Tell me some of the things which you saw there.

What were the big hammers for?

Make me a picture of one on the board.

Where did the blacksmith lay the shoe to pound it?

Can you draw an anvil?

⁽¹⁾ Both hands together, rock them in rhythm.

⁽²⁾ Move fingers of both hands as in piano-playing.

⁽³⁾ Arms extended.

⁽⁴⁾ Arms down.(5) Arms folded across chest — look up boldly.

⁽⁶⁾ Arms slowly descend.

⁽⁷⁾ Motion of throwing toward the left.

⁽⁸⁾ Hands pointing upward, then down.

⁽⁹⁾ Hands clasped.

⁽¹⁰⁾ Close eyes — wake up.

⁽¹¹⁾ Point toward sea.

⁽¹²⁾ Touch eyes.

⁽¹⁸⁾ Hands on sides of head.

⁽¹⁴⁾ Point downward.

⁽¹⁵⁾ Shut eyes.

⁽¹⁶⁾ Rock - sway from right to left.

⁽¹⁷⁾ Fold hands.

When the hammer struck the iron, what happened? Why? What made the iron look red? How was it heated? What made the fire burn? How did the shoe look when done? Some one may make me a picture of it on the board. How did the blacksmith put the shoe on the horse? Did it hurt the horse to have the nails driven in? Why not? What did the blacksmith wear? Why do you suppose he wears a leather apron?

DRAWING

TRACE around pattern of a chicken. Cut. Arrange to form a border. Color, yellow.



BUSY WORK

A. M.

A DIVISION: Newspaper slips — cut known words.

B Division: Letters — copy words from board.

RECESS

A: Write number problems. Books.

B: Copy number stories with cut-up figures.

P. M.

A: Write spelling.

Lentils - copy musical exercise.

B: Write (three, 3, III).

RECESS

A: Number boxes — story from chart. Scissors — cut signs of spring, pussy willow, birds, etc.

B: Pegs — outline chicken coop.

WEDNESDAY

MORNING TALK

Read poem: The Great Brown House.

To the great brown house, where the flowerets live, Came the rain with its tap! tap! tap! And whispered, "Violet, Snowdrop, and Rose, Your pretty eyes you must now unclose From your long, long winter's nap!" Said the rain with its tap! tap!

From the doors they peeped, with a timid grace,
Just to answer this tap! tap! tap!
The snowdrop bowed with a sweet "good day";
Then all came nodding their heads so gay,
And they said, "We have had our nap;
Thank you, rain, for your tap! tap!"
— Selected.

What is the great brown house?

What is inside?

What are all these little fairies doing now?

Tell me some of their names. (Grass, violet, etc.)

Who wakened them from their long nap?

Are any of these little fairies standing at the door waiting to come out?

Have you seen the little grass or clover fairy peeping out?

Who will finally coax them forth? (Sun.)
Have the little mosses put on their green dresses yet?
What spring helpers open the doors for all these things?

LANGUAGE - SENSE GAME - HEARING

ONE pupil will leave the room and stand in hall—leave door open.

Select some child to sing the scale.

Pupil from hall will enter and guess name of singer.

If he guesses correctly he may choose some one to take his place; if he fails, return to hall for another trial.

GEOGRAPHY — LIGHT

What makes our room so bright this morning?
What makes Mother Nature's big brown house so warm?
What makes your rooms so light at home in the evening?
What big lamp gives us light and heat every day?
What peeps into your room and tells you when it is time to get up in the morning?

Read to children:

When the little children wake
Bright the sun is shining;
Sunshine bids them do their work
With no vain repining;

He will help them with his light All their tasks to do aright. When the little children wake Sunshine floods the way they take.

What color is the sun? What shape? Is the sun always in the same place? Where must we look for it in the morning? Where at noon? At night? Does it take this same journey every day? Where does it begin its journey? Where is the sun on dark days? Which is nearer us then, clouds or sun?

DRAWING

CUT and color sun. Arrange to make border. Paste.

BUSY WORK

A.M.

A: LETTERS—story cards.

B: Letters—words from board.

RECESS

A: Number problems, - write.

B: Tablets — draw, place dots and write story beneath (5 + 1).

P. M.

A: Write spelling. Word envelopes.

Pages from old readers pasted upon cardboard.

Words having the same endings — sort.

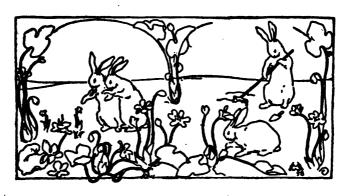
Example — bet, let, met; cat, rat, mat.

B: Numerals (three) write. Colored worsted - sort.

RECESS

A: Lentils - lay musical scale.

B: Peas — picture the signs of spring.



THURSDAY

MORNING TALK—GERMINATION

GIVE each pupil the glass containing the seed which he planted.

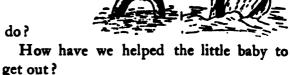
What covers our seed?

What has happened to it?

What made it do that?

What little baby is inside the seed?

What is it trying to do?



How does Mother Nature help those planted in her big brown house?

With a pin we will take the skin off one of the seeds. We will call it the coat for the baby.

Has the baby more than one coat?

Are both coats alike?

What shall we call the one on the outside? (Overcoat.)

The one underneath? (Undercoat.)

What color is the overcoat?

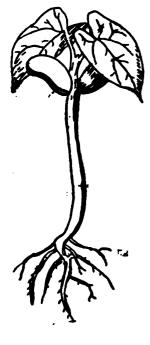
The undercoat?

Which coat is the thicker?

Children make drawing of bean and write the date.

Recite:

Is n't it wonderful when you think, How a little seed asleep, Out of the earth new life will drink, And carefully upward creep?



LANGUAGE - CONUNDRUM STORY

EXAMPLE: I am red.

I am round and good to eat.

I have a stem and grow on a tree.

People make pies of me.

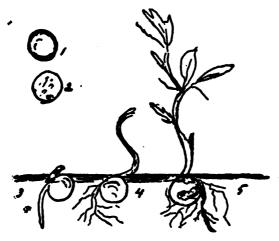
What am I?

The child who guesses the conundrum correctly may have one. Teacher designates whether the subject of the story shall be vegetables, fruit, birds, or animals.

GEOGRAPHY—THE SUN'S WORK

WHAT does the sun do for us?

Has it done anything to the frost and snow? What?

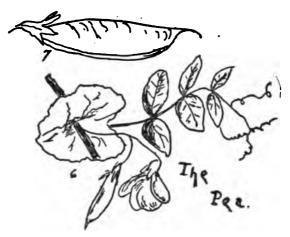


Is there ice on the pond and rivers now? Why not?
What melted it?
Does the sun do anything for the seeds? What?
What happens to seeds that are sprouted and kept in the dark?

Did your mamma keep any plants in the cellar during the winter?

Can you see very well in the cellar? Why not?

How did the plants look when mamma brought them up into the light?



Do you think we would look like the plants if it were not for the sunlight?

Does the sun shine at night?

Where is it shining when it leaves us?

What little children would we see if we followed the sun?

When we are asleep what little children are watching the sun? (Chinese.)

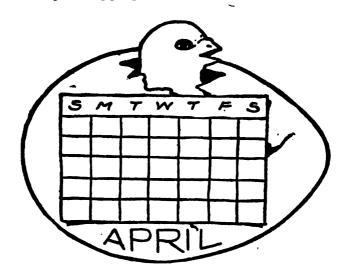
Read poem:

I never go to sleep, dear child,
I'm always shining bright,
But as your world goes turning round
It takes you from my light.
And then I shine upon the moon
And she shines back to you,
So that my light you often see
When hidden from my view.

And as your world goes turning round
It whirls you into night,
But brings round other boys and girls
Into my shining light.
And so I shine, forever shine,
While you both sleep and wake;
And now you've rolled around again
My kind good morning take.
— Amy Fiske.

DRAWING

CUT chick just stepping out of shell.



BUSY WORK

A.M.

A DIVISION: Story cards—copy unknown words.

B Division: Newspaper slips—underscore known words.

RECESS

A: Write number problems. Books.

B: (1) Number pictures — draw.

P. M.

A: Write spelling.

Color tablets - arrange to form border.

⁽¹⁾ Cards upon which are drawn pictures of familiar objects arranged to represent some number fact.

B: Write (four, IV, 4).

Color tablets — sort by color.

RECESS

A: Mats - weave.

B: Same.

FRIDAY

MORNING TALK

THE earliest spring birds have already been studied in March.

Size: —

WOODPECKER

THIS bird is larger than what birds?

How many inches long do you think it is?

You may bring your rulers and measure.

Color: ---

Is this bird's coat of just one color?

Tell me the color of its head. Its back, breast, tail, wings.

Now I will put the bird out of sight and you may tell me its colors.

Food: -

What does this bird eat?
Where does he find his food?
How does he get it?
What has he that helps him get his food?

How is his bill different from the robin's? The bluebird's?

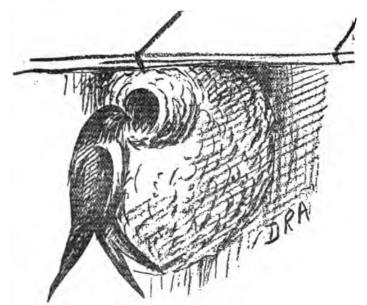
How does his tail help him? (Can bear weight of his body upon it when at work.)



Feet are how different from most birds? (Adapted for running.)

Nests: --

Where does he build his nest?
What color are the woodpecker's eggs?
How many do they usually lay?



The swallow is a mason, And underneath the eaves, He builds his nest and plasters it with mud and hay and leaves.

LANGUAGE — REPRODUCTION

Fable: The Dog and His Shadow.

A DOG with a piece of meat in his mouth was crossing a brook.

As he looked down into the clear, smooth water, he saw his shadow there, and thought it was another dog with a bigger piece

of meat. So he dropped what he had and jumped into the water to get the other piece.

But he did not find another dog there, and the meat which he had dropped sank to the bottom where he could not get it again.

Thus, by being so greedy, he lost all that he had and was obliged to go without his dinner.

Call on some child to tell the story.

If he does so correctly he may choose some other child.

GEOGRAPHY—SUNSET AND SUNRISE

How many ever saw the sun rise?

What do we mean when we say sunrise?

What must we do in order to see it rise? (Get up early.)

How many ever saw the sun set?

When does it set?

Where does it set?

Where does it rise?

How does the sun change the looks of the sky? (Makes it grow lighter.)

What are some of the sounds we hear in the early morning?

(Birds singing, roosters crowing, carts and milk teams rattling, bells ringing to call people to work.)

What do the little leaves and flowers that curled up and slept all night do when the sun looks at them in the morning? (Open.)

What is the first thing the sun does for the grass and flowers in the morning? (Dries away the frost and dew.)

How does the sky look at sunset?

What color does it paint the windows sometimes? The snow?

When the sun sets, what changes do we see in the pictures around us?

(Birds, bees, flowers, animals, chickens, children.)
What time does the sun set?
Is it always at the same hour?
Does it set earlier in summer or in winter?

Read poem:

SUNRISE

THIS is the way the morning dawns, Rosy tints on flowers and trees; Winds that wake the birds and bees, Dewdrops on the flowers and lawns— This is the way the morning dawns.

This is the way the sun comes up, Gold on brooks and grass and leaves; Mists that melt above the sheaves, Vine and rose and buttercup — This is the way the sun comes up.

This is the way the daylight dies, Cows are lowing in the lane, Fireflies wink o'er hill and plain, Yellow, red, and purple skies — This is the way the daylight dies. — Selected.

DRAWING

PAPER cutting—illustrating language lesson.

BUSY WORK

A. M.

A DIVISION: Newspaper slips — mark all words containing (en).

B Division: Letters - make new words.

RECESS

A: Write number from board.

Number boxes — reproduce same stories.

B: Picture cards — copy.





P. M.

A: Write spelling — Books.

B: Dominoes — mark around and place dots.

RECESS

A: Circular tablets — trace around, write word (sun) in centre.

B: Same as A.



SECOND WEEK

MONDAY

MORNING TALK—TABLE ETIQUETTE

THINK of all the impolite things people do at table.

Discuss with pupils each one.

What would you do if you saw a fly in the cream pitcher?

What should you do if you found a hair in the butter?

Why should you never tip your chair, lounge back in it, nor put your elbows on the table?

Why should people talk only of pleasant things at table?

LANGUAGE

MEMORIZE second stanza of "Wynken, Blynken, and Nod," with gestures.

GEOGRAPHY -- RAIN

WHAT is rain?

Comes from where?

How does it get there?

What makes it fall?

Does the rain come straight down?

What causes it to come slanting?

In winter what takes the place of rain?

How can you tell when it is going to rain?

Signs of rain—appearance of the sky, color of clouds.

Read to the children: The Raindrop.

Once on a time there lived away up in Cloudland some little water drops.

Their home was one of the most beautiful white clouds that rolled over the blue sky. But by-and-by their cloud house seemed to get larger and larger, and darker and darker, and one tiny little water drop whispered to the others in a frightened way, "What's the matter? Our house seems so dark, and it's getting large, and just look at all the new vapor coming into it! Why, you're getting bigger, too, and oh, dear, so am I. What can it all mean?"

Then the other little water drop laughed so hard it rolled over and over and almost fell out of the cloud window. Then it answered, "Why, dear, we're gathering our forces together, and we're going to pour through the air and cut the biggest dash you ever heard of when we get down to the earth. Oh, it's the biggest fun!

"We fly through the air like fairies, and we can look down and see the people preparing for us. Some of them that are indoors run and shut down the windows. Then we fly at the window panes and make music on them; and sometimes we dash right into the house before they can get it shut up tight, for you know there are millions and millions of us, so we divide the work. One little drop could n't do anything that you could see. We always find a great many people out of doors. It is such fun to catch them. A great many have forgotten their umbrellas, too, and that's the biggest fun of all.

"Often the wind goes with us. But I would rather he would n't, for he makes us appear so rough. The only creatures that really seem to enjoy being out when we're coming—are ducks. You know water rolls right off a duck's back."

"But tell me as fast as you can how we divide work," said the first timid little water drop, "it must be almost time to start,

for this cloud is packed so full I'm sure not another one can get in."

"Oh!" said the other, "we go wherever we're sent—some of us fall right into the ocean and help push along great steamers,—some of us fall into rivers and streams and do work there for a while, then move on to the ocean later—some of us sink into the poor, parched earth and give it new life,—some of us change into vapor and come up to Cloudland, and some of us refresh the flowers and that is the very sweetest work of all."

Just then the signal was given that two clouds were meeting. A rush, a flash, a crash, and the water drops were flying through the air,—some to do great deeds—some to water the tiny little spring violets.

M. R. M. HARRIDON.

BUSY WORK

A. M.

A DIVISION: Letters — change script words to print.

B Division: Letters — new words.

RECESS

A: (1) Number slips — copy.

B: Copy number stories from chart.

P. M.

B: Straws — string.
A: Write spelling.

Pegs — copy (2) picture from chart.

RECESS

A: Number boxes - make all stories you can think of.

B: Scissors — cut umbrellas.

⁽¹⁾ Slips upon which are unfinished number stories to be completed. Example — (2+8=) (4+=6).

⁽²⁾ Rain pictures, as, umbrella, rubbers, rubber boots, etc.

DRAWING

Cut birds sitting on a fence under an umbrella.

TUESDAY

MORNING TALK—WEATHER OBSERVATIONS

WHAT morning is this?
What day of the month?
What kind of a morning?



How many colors did you see in the sky as you came to school? Is there any wind this morning?

What kind — strong or moderate?

In which direction is the dust blowing?

Toward what are the trees bending?

What does this kind of a wind bring?

Memorize:

Which is the wind that brings the rain?

The east wind, children and farmers know
That cows come shivering up the lane,
When the east wind begins to blow.

LANGUAGE

Read to the children: The Woodpecker.

I'M sure I've somewhere heard or read
That long ago there stood,
All mossy and gray, a tiny house,
Beside a sheltering wood.

And there a woman in sober gown,
And apron white as snow,
A little red cap upon her head,
Lived, years upon years ago.



Little cared she for human weal,
And naught for human need,
To have and hold for herself the best,
Was a part of her selfish creed.

And when to her cottage door there came
A beggar wrinkled and gray,
She hid from his sight her dainty cakes
And sent him empty away.

No sooner said, than all at once, The feathers on her grew; She changed into a little bird And up the chimney flew.

But as she watched him plodding on, Conscience within her stirred, "I'd give him all," she softly said, "If I were but a bird." Her sober gown was feathers black,
As white as milk her breast,
The cap upon her old gray head
Became a blood-red crest.

And still within the wintry woods
That bird to-day you'll see,
While cheerfully she pecks her food,
From out some woodland tree.
— LIZZIE HADLEY.

Describe this little old woman. Where did she live? Where did the house stand? What kind of a house was it? How was the little old woman dressed? Was she a generous woman? Why was she a selfish woman? What came to her door one day? What is a beggar? How did this one look? What did the old woman do when she saw him coming? How did she feel after she had sent him away? What did she say? What happened to her then? Into what was her gown changed? Her cap? Do we ever see her now? Where? What is her name now? Why did this happen? What does it mean to be selfish?

GEOGRAPHY—REVIEW OF SUN'S WORK

WHAT does the sun do for Mother Nature?

What does it do for man? For the seeds? For flowers? For birds? For plants? For trees?

Appearance of people and plants who are kept away from the sunshine.

Does the sun affect the brooks, rivers, ocean?
Which do people like better, sunshine or darkness? Why?
Should we want all sunshine? Why not?

DRAWING

TWIGS with swelling buds. Material — twig for each child.

BUSY WORK

A. M.

A DIVISION: Letters—(1) words on cards.

B Division: Letters—(2) picture cards, reproduce.

RECESS

· A: Write number story. Pictures — sort.

B: Write number story.

« «

P. M.

A: Write spelling. Word envelopes — sort. B: Write (four — 4 — IV). Word envelopes.

RECESS

A: Scissors — cut articles used on wash-day.

B: Square tablets — arrange to form border. Trace around same.

WEDNESDAY

MORNING TALK—CLOCK

WHAT tells us when it is time to go to school?

When to have recess?

When to go home?

Where is the clock?

⁽¹⁾ Words difficult to remember hektographed on cards.

⁽²⁾ Picture with name written below. Children reproduce the word with letters. After several trials the same picture, but without name is given child; he now reproduces the word from memory.

Can you hear it? What does it say?
What part of the clock makes the noise?
What parts of the clock move?
Touch the face. The hands. The case.
What does the little hand tell?
What does the big hand tell?
How can they tell this? (By pointing to numbers around the face.)

How many numbers on the clock face?

How do we keep the clock going?

How do the wheels inside go?

Show me with your hands.

What kind of a timepiece do people carry with them?

Where do we see clocks besides at home?

LANGUAGE

MEMORIZE third stanza of "Wynken, Blynken, and Nod."

GEOGRAPHY - MOON

What gives us light at night?
What besides the street lights?
Where do we see the moon?
Do we see it every night?
Have you ever seen the moon in the daytime?
How did it look then?
Which gives the brighter light, the sun or the moon?
Can you look directly at the sun without hurting your eyes?
Can you look at the moon without hurting them?
What color is the moon?
Does the moon give us heat?
What does it give? How?

(Illustrate by holding looking-glass in the sun. Tell that the moon is like a large mirror in the sky, reflecting the sun's light.)

Does the moon rise and set as the sun does?

How does the moon look when we first see it? Draw on board.

Will it grow thicker or thinner? How can you tell the new moon from the old?

Draw moon's different shapes on the board.

DRAWING

PAPER cutting — different phases of the moon.

BUSY WORK

A. M.

A DIVISION: Letters—change script words to print.

B Division: Letters—stories from chart.

RECESS

A: Number story — by (1) slips.

B: Dominoes — copy story on same.

P. M.

A: Write spelling - Readers.

B: Write (four — 4 — IV). Books.

RECESS

A: Cut woodpecker on tree.

B: Tablets - copy border from chart.

Children trace around slips, then form story as above.

Ex:		+		=	
-----	--	---	--	---	--

⁽¹⁾ Slips are cut from cardboard. The number which they represent is not written upon them. Children learn the "one," then by putting two "ones" together learn to recognize two.

THURSDAY

MORNING TALK—TELLING TIME

How many minutes in an hour?

Which is the minute hand?

How often does it move?

How long will it take the minute hand to travel around the face of the clock?

How many hands on the watch?

What do we call this hand?

Does it move quicker or slower than the minute hand?

Does it move all the way around the clock face?

Does it have as large a place in which to travel?

Can it take such long steps?

How many steps must it take to travel as far as the minute hand does in one step?

What shall we call this little hand? (Second hand.)

What other ways of noting time are there besides the clock?

What was the Indian way?

Which way do you like the best?

LANGUAGE — CONVERSATIONAL LESSON ON CHICKEN

MATERIAL — pictures of chickens and hens, if the live object is not available.

What is this a picture of?

Where do little chicks come from?

What color are the eggs?
Are they larger or smaller than robin's eggs?



How did the little chick get out of the shell?

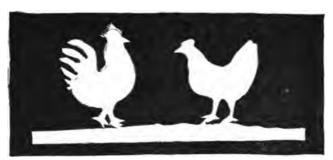
With what was it covered at first?

What comes after the down?

What made the eggs hatch?

How long did the mother hen cover the eggs before they hatched?

Did she get tired and stiff, do you think, sitting so long? How does the mother protect her little chicks from enemies?



What are some of the little chick's enemies?
Who feeds the chick? What does it like?
Has the chick-

en ears? Where are they?

Notice a hen's eyes. How many eyelids has a hen? Has the little chick the same number?

GEOGRAPHY - MOON, SHAPE

You told me that the moon does not always look the same.
Who can make a picture of the whole or full moon on the

Who can make a picture of the whole or full moon on the board?

Make a picture of the new moon.

What shape is the new moon?

Come and touch horns of moon.

Tell me what these lines mean:

Lady moon, Lady moon,
Your horns point toward the east,
Shine and increase.
Lady moon, Lady moon,
Your horns point toward the west,
Rest and grow less.

When does the new moon begin to change its shape? What do we mean when we say the moon wanes? Waxes? Read to children:

O moon! in the night I have seen you sailing
And shining so round and low;
You were bright, ah, bright! but your light is failing;
You are nothing now but a bow.

You moon, have you done something wrong in heaven,
That God has hidden your face?
I hope if you have, you will soon be forgiven,
And shine again in your place.

— JEAN INGELOW.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—underscore words ending in (ed).

B Division: Newspaper slips — mark known words.

RECESS

A: Copy number problems from chart.

B: Write (five, 5, V).

P. M.

A: Write spelling words.

B: Pegs — outline clock face.

RECESS

A: Color tablets - reproduce border from chart.

B: Same as A.

DRAWING

 $\mathbf{D}_{\mathsf{RAW}}$ clock face.

FRIDAY

MORNING TALK—TELLING TIME

MATERIAL—dial.

How many minutes between the numbers on the clock face? Count after me by fives to thirty.

How far around has the big hand gone when we count to thirty? (Half-way.)

Did we pass the twelve?

We will call it past the hour then.

Who can find the eight?

Come and make the little hand point to eight.

Place the large hand on twelve.

What time is it then?

Watch me move the big hand.

Have I moved it past the twelve?

Then is it eight now? No, it is past eight o'clock.

Watch me move the large hand half-way around the clock face.

What time does that make it?

Who will come and make the clock say just eight o'clock again? Who can make it say half-past eight?

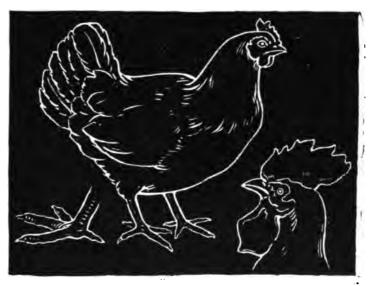
What happens every school day at half-past eight? (Doors open.)

What are you doing in the evening at half-past eight o'clock?

LANGUAGE — CHICKEN

HOW does the hen hold on to a stick or limb?
Where does a hen sleep?
Where do the little chickens sleep? Why?
How many toes has the chicken?
Are they all alike?
Where is the longest one? Shortest?

Did you ever see a hen bathe? How does she do it? Should we like that kind of a bath?



What keeps a chicken warm and dry on a rainy day? Can you guess this riddle?

There's a queer little house
That stands in the sun;
When the good mother calls
The children all run;
While under her roof
It is cozy and warm,
Though the cold wind may whistle
And bluster and storm.

In the day time this queer
Little house moves away,
And the children run after
So happy and gay,
But it comes back at night
And the children are fed
And tucked up to sleep
In their warm, cosy bed.

This queer little house

Has no windows nor doors;
The roof has no chimneys

The rooms have no floors;
No fireplaces, chimneys,
No stoves can you see,
Yet the children are coay

And warm as can be.

The story of this
Little house is quite true;
I have seen it myself,
And I'm sure you have, teo;
You can see it to-day
If you'll watch the old hen
While her downy wings cover
Her chickens again.
Answer: Hen. — Selected.

GEOGRAPHY - LIGHT, ARTIFICIAL

NAME all the different kinds of lights that are used in our homes.

In churches. On cars. Steamboats. In the streets.

What lights the stores?

Which gives the brightest light?

Which gives the faintest?

. What does Agoonack have to light her home?

What did the Pilgrims have for lights?

What kind of a light did Lincoln have to study by?

When the farmer goes into his barn at night what kind of a light does he carry?

What kind of a light did grandpa have when he was a little boy?

Ask him when you go home.

Where else are lanterns used now? (On trains.)

Why are colored lanterns used on trains?

When the stars and moon hide themselves from the sailor, what warns him of danger from the rocks? (Lighthouse.)

How many have seen a lighthouse?

Where was it?

Tell me about it.

DRAWING

PAPER cutting—lighthouse.

BUSY WORK

A. M.

 ${f A}$ DIVISION: Letters — stories from cards.

B Division: Letters — copy words from picture cards.

RECESS

A: Illustrate chart problems.

Example: One cent and two cents are three cents. O+OO=OOO.

B: Picture envelopes — copy words.

P.M.

A: Cut scene in maple sugar camp. B: Pegs — outline scenes in above.

RECESS

A: Write spelling.

B: Number boxes - copy stories from chart.

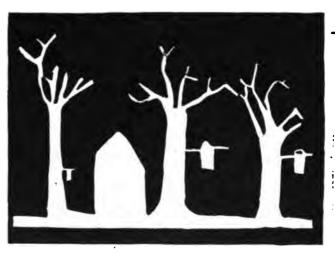


THIRD WEEK

MONDAY

MORNING TALK - TREES

ARE the trees bare now?
What has happened to them?
What feeds and keeps alive these little buds?
What birds like sap? (Woodpecker.)
What color are the very young leaves?



What trees have limbs that grow near the ground?
What trees are hardest to climb?
What trees does the wind find it hard to get through?
Where do we get our maple syrup?
How do we get the sap?
When does the farmer tap his trees?
How is the sap changed to syrup?

Who has ever been in a sugar camp?
Where shall we find sugar camps?
Show children picture of syrup making.
What other things does the tree give us?
(Shade, heat, light, homes, food, etc.)
In another lesson develop reasons for this.

LANGUAGE

Tell the children: Rhacus.

ONE day a young man was walking through a forest. His name was Rhœcus. As he walked along he saw an old tree just ready to fall. It was a fine old oak tree with broad branches and large limbs. Rhœcus felt sorry that such a fine tree should fall to the ground, so he carefully put a large stick against it.

As he turned to go he heard a voice speak his name — "Rhœcus! Rhœcus!" He looked around, but could see no one. Again he heard it — "Rhœcus!" This time it was a little louder, almost like a breeze.

He turned again and looked about him. His eyes fell on the tree which he had just supported, and there beside it stood a beautiful maiden. As he looked at her she said: "Rhœcus, I am the dryad of this tree. I can live only as long as the tree lives. You have made my life longer by supporting the tree. Now, ask what you will and I will give it to you."

Rhœcus was very happy, and he thought he cared only to have this beautiful dryad for his friend. She might make him gentle. So he said: "Only be my friend; give me gentle eyes like yours."

"I give it, Rhœcus. Meet me here an hour before sunset."

As soon as she said this she disappeared, and Rhœcus could see only the old oak, and hear only the rustling of the breeze among the leaves.

Then he turned and went on his way through the forest. As he

walked along the sky looked bluer, and he was so happy he felt that he could almost fly.

When he reached the town just beyond the forest he found some of his friends playing games. He joined in the games and did not notice how quickly the hours were flying. He became so interested that he even forgot about his promise.

After a while a bee came buzzing about his head. Rhœcus roughly pushed it away, but three times it came back. Each time he brushed it away. The last time he bruised its wing and then it flew away. Rhœcus watched as it flew through the window, and, while looking, he saw a mountain away in the west. Behind it the sun was sinking out of sight.

Suddenly it came into his mind that he was to meet the dryad before sunset. He started to his feet and rushed away without a word. Through the city and over the fields he ran until he reached the forest. Once more he heard his name called softly—"Rhœcus!"

He looked for his friend, but could not see her. He could see only the dark shadows of the old oak. Then he heard the voice again, and this time she said: "O Rhœcus, you shall never see me again, either by day or night. I sent the bee as a messenger to tell you to come, but you brushed him away with a broken wing. We dryads can be seen only by gentle eyes, and he who is unkind to the smallest flower, bird, or bee, can never look at us again. Farewell!"

Rhœcus was so sorry to hear this that he cried out: "O dryad, forgive me this once, and I shall never need to be forgiven again!" But she only answered: "It will do no good; I cannot make you gentle. Farewell!"

And Rhœcus was left alone.

Children tell what they think about story.

What is a dryad?

Why could Rhœcus never see the beautiful fairy again?

GEOGRAPHY—WATER, USES

LET pupils give a potted plant a drink of water.
Watch the way the earth absorbs the moisture.
Explain to children how plants drink.
Talk about uses of water to man. To animals.
What would we do without water to drink?



Different ways in which animals drink.

Necessity, beauty, and helpfulness of clean skin, clothes, houses, dishes, etc.

Effect of rain on leaves and grass.

How is the outside of houses, windows, sidewalks, and streets kept clean?

How do we get water to sprinkle the streets? Tell the children about the reservoir.

DRAWING

FINISH chicken border.

BUSY WORK

A. M.

A DIVISION: Letters — copy story from chart.

B Division: Letters - new words

RECESS

A: Write spelling. Pictures. B: Practice writing full name.

P.M.

A: Number slips — copy.

B: Write number from board.

RECESS

A: Tablets - copy design from chart.

B: Straws - string.

TUESDAY

MORNING TALK—POLITENESS

What does it mean to be polite?

Memorize: "Politeness is to do and say the kindest things in the kindest way."

Tell children some of George Washington's rules for behavior: "Do not speak when others are speaking."

In reply to a question from his father or mother, Washington always said, "Yes, mother," "No, mother," "Yes, father," "No, father."

Tell children the best rule that has ever been given us — the Golden Rule.

Read poem: Golden Keys.

A bunch of golden keys is mine
To make each day with gladness shine.
"Good morning," is the golden key
That unlocks every door for me.
When evening comes, "Good-night," I say,
And close the door of each glad day.
When at the table "If you please,"
I take from off my bunch of keys.

When friends give anything to me,
I'll use the little "Thank you" key.
"Excuse me," "Beg your pardon," too,
When by mistake some harm I do,
Or, if unkindly harm I 've given,
With "Forgive me," I shall be forgiven.

On a golden ring these keys I 'll bind,
This is its motto, "Be ye kind."
I 'll often use each golden key,
And then a child polite I 'll be.
Hearts like doors open with ease,
To very, very little keys,
And don't forget that they are these:
"I thank you, sir," and "If you please,"

- Selected.

LANGUAGE

MEMORIZE fourth stanza of "Wynken, Blynken, and Nod."

Who were Wynken and Blynken?

Who was Nod?

What was the wooden shoe?

What did it do?

How can you see all these beautiful things?

What would be some of the wonderful things we should see if we went with Wynken, Blynken, and Nod?

Do you know who wrote this pretty story? Tell the children about Eugene Field.

GEOGRAPHY - RAINBOW

WHEN the rain is over and the sun comes out what do we sometimes see in the sky?

What makes the rainbow?

Did you ever see the rainbow in any place except the sky?

Where does one see the rainbow after a storm?

When do we oftenest see it?

Tell the children the "Sailors' Rhyme":

Rainbow in the morning, Sailors take warning; Rainbow at night, Sailor's delight.

What does the rainbow in the morning mean? In the evening? How many colors in the rainbow?

How are they arranged?

With the colored worsted you may make me a rainbow.

What shape is it?

Why do you think it is called a bow?

DRAWING

MAKE drawing of the beans that were planted.

BUSY WORK

A.M.

A DIVISION: Newspaper slips — mark known words.

B Division: Letters — copy story cards.

RECESS

A: Write number from chart.

B: Dominoes — story from board.





P. M.

A: Write spelling.

B: Write (five - 5 - V).

RECESS

A: Draw and color rainbow.

B: Same.

WEDNESDAY

MORNING TALK—EXERCISES IN TELLING TIME

How many numbers on the clock face?

Who will point to and name them?

How many minutes between each two numbers?

Let us count by fives to thirty.

What does the small hand tell us? The large hand?

How long does it take the large hand to travel around the clock face? The small hand?

Who will come and make the clock say "eight o'clock"?

Which side of the twelve is past the hour?

Which side is before or of the hour?

How are the hands when we eat our dinner? When we get up in the morning? When we go to bed?

When do we have recess?

Who will come and make the clock say that?

At what time does the gong strike for us to go home at night? Come and make the clock say that.

LANGUAGE - PICTURE STUDY

PASS pictures to children. They study two minutes, then put in their desks.

Tell what they saw.

PHYSIOLOGY—PARTS OF BODY

OF what is your body house built?

What covers the bones?

Name the parts of the body.

Name and touch parts of the head.

What attaches the head and trunk?

To what are the limbs attached?

Name and touch parts of the upper limbs.

Name and touch parts of the trunk.

Name and touch parts of the lower limbs.

How many limbs have you?

Name and touch them.

How many parts has your arm?

Find a joint in your arm.

What are joints? (Bending places.)

Find all the joints that you can in your arm. In your hand.

Of what use is your hand?

Tell me all the things you can do with your hands.

DRAWING

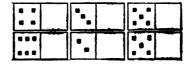
MAKE drawings of twigs in the school-room.

BUSY WORK

A. M.

 ${f A}$ DIVISION: Write number.

B Division: Number stories with dominoes.



RECESS

A: Letters - stories from chart.

B: Letters - new words.

P. M.

A: Write spelling. Books — find words of spelling lesson.

B: Write (five -5 - V).

RECESS

A: Cut — appearance of nature during an April shower.

B: Color boxes — arrange border.

THURSDAY

MORNING TALK

WHEN do our mothers begin house-cleaning?

When does Mother Nature begin hers?

When does she sweep the earth? (In March.)

What brooms does she use? (March winds.)

When does she scrub and wash her house? (In April.)

When does she dry and heat it? (April.)

When does she lay her new carpet?

What visitors has she by the time all this is done?

What does she do next? (Wakens all the sleeping people in her house.)

What kind of a dress will she give to the little violet? To the dandelion? To the trees?

Do you not think Mother Nature is kept very busy sewing and making dresses for so many of her children?

Do you suppose they ever tear their clothes?

What tree gives needles? (Pine.)

Read:

If Mother Nature patches the leaves of trees and vines, I'm sure she does her darning with the needles of the pines, They are so long and slender and sometimes in full view They show their thread of cobweb and thimbles made of dew.

LANGUAGE — DICTATION

IT is spring.
I love the spring.
The robin has come.
I saw a bluebird.



GEOGRAPHY - LOCALITY

WHERE are you now?

How did you get here?

Upon what streets did you walk?

Upon what street does the school building stand?

What street near runs the same way?

What street on the north side of the school building?

What street runs past the south side of the building?

Name of street below that, running in same direction.

Upon what street is the nearest letter box?

Upon what street do you live?

Teacher writes these names on board.

Call group to sand table to lay out school grounds and surrounding streets.

DRAWING

Paper cutting of rabbit.



BUSY WORK

A. M.

A DIVISION: Write number problems.

B Division: Reading slips — with letters.

RECESS

A: Letters - stories from chart.

B: Write number.

P. M.

A: Study spelling.

B: Write $(\sin -6 - VI)$.

RECESS

A: Pattern of rabbit — trace around — cut.

B: Pattern of rabbit — outline with pegs.

FRIDAY

MORNING TALK—CHERRY BIRD

MATERIAL: Mounted cherry bird.

What color is this bird?

What color is the head? The breast? The wings? The tail? The back?

Where can you see some other colors?

Is this bird larger or smaller than the robin?

How does it compare with the bluebird? The woodpecker?

What kind of a bill has it?

How does the length of legs compare with those of the robin?

How many toes has this bird?

How many toes had the robin? How many had the bluebird? The woodpecker?

Where shall we oftenest see this bird?

Where does he make his nest?

What color are the eggs?

Watch for this bird.

What is its name?

LANGUAGE - SENSE GAME - HEARING

ALLOW two or three children to walk across the floor together.

The other children with closed eyes detect the number walking by the sound of the steps.

GEOGRAPHY — BROOK

How many have ever seen a brook?

Where did you see it?

How is it different from a river?

Did the water stand still in it?

Did it make any sound?

From what place does the brook come?

Where does it go?

Do you think the brook has any work to do?

What does it do for the flowers? (Gives drink.)

For the birds? (Gives place to bathe.) For the fishes? (Gives a home.) For man? (Makes rivers, runs machinery.)

Read:

I chatter over stony ways
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

- TENNYSON.

BUSY WORK

A. M.

A DIVISION: Letters — stories from chart.

B Division: Letters — picture cards.

RECESS

A: Cards - Sort.

B: Same.

P. M.

A: Write spelling — word envelopes.

B: Write spelling.

RECESS

A: Number boxes.

B: Mats.

8

FOURTH WEEK

MONDAY

MORNING TALK — EARTHWORM

How many of you are going to have gardens at home this summer?

What will you do to the earth to get it ready for the seeds? What tools will you use?

I am thinking of some little gardeners who prepare the earth without using any of these tools.



They have no hands or legs.

They loosen the soil about the roots of trees and plants.

I will tell you how they do this.

They swallow earth until their bodies are full. Then they wriggle up out of the ground to the light and empty their bodies.

The earth they empty from their bodies is called "castings" and is just the shape of their bodies.

Who has ever seen any? When?

These little gardeners are blind.

They are called earthworms.

LANGUAGE — REPRODUCTION

"MOTHER Nature said that the trees and flowers were running a race. The pear tree shouted to the lilac bush. The horse-chestnut whispered to the peach tree. Pansies, daisies, buttercups, and dandelions were all in a great hurry. What was the matter? Mother Nature said there was to be a spring party and she was going to paint the faces of the flowers."

GEOGRAPHY—BROOK RIDDLE

I'M found in the woods and hills,
I'm merry the whole day long;
I laugh though I have no lips;
I sing, none know my song.
I run though I have no feet,
By running I help men work;
I stop not to rest nor eat,
I was never known to shirk.

"I'm loved by the birds and bees,
The flowers, the weeds, and grass.
And am welcomed by shrubs and trees,
Near which I happen to pass.
I will do what I can for the world,
And, be sure, I will do it well.
Now please get your thinking caps,
And try my name to tell."

Where is the brook found?
What makes it laugh?
What other things does it do?
Is it a lazy brook?
Who loves it? Why?
What does it do for the trees and shrubs?
What did the little brook say it would do?

BUSY WORK

P. M.

A DIVISION: Write review words in spelling as illustrated by pictures.

B Division: Write (six — 6 — VI).

RECESS

A: Number slips.

B: Number cards, — sort.

A.M.

A: Letters make name.

B: Letters — words from chart.

RECESS

A: Lentils — lay musical exercise.

B: Mats - weave.

DRAWING

DRAW twigs.

TUESDAY

MORNING TALK—BIRDS—NESTS

WHAT birds are with us now?

Tell me all things you can about the robin. The bluebird.

About the cedar bird. The woodpecker.

What are all the birds busy about now?

When we see a bird hopping up and down and calling loudly, when he comes near another bird, what may we know? (He is trying to find a mate.)

How can we know which is the male and which the female? (Colors are brighter in male.)

After he finds a mate what will they do? (Build nest.)

Why do they build a nest?

Do they ever repair an old nest?

Which birds build their nests high? Low?

Which bird makes .
the smallest nest?
Largest?

What do they use to make nests?

What did the robin use?

How do they carry this material?

Can they carry much at a time?

What does a bird use instead of tools?

How are the nests kept in place?



LANGUAGE

USE of comma with yes and no.

Oral drill — ask questions, children answer using yes or no. Blackboard drill.

Questions:

Do you like the sun?

Do you like the moon?

Do you like the stars?

Do you like the spring?

Do you like the robins?

Can you see the trees?

Can you see the birds? Can you see the sky? Can you see the wind?

GEOGRAPHY—REVIEW WINDS

 $\mathbf{W}_{\mathsf{HAT}}$ is the wind?

From where does it come?

Make me the north wind. (Whistling, stamping feet, pounding on desks.)

The south wind. (Rubbing hands together.)

The east wind. (Sound of s and tapping on desks.)

The west wind. (Sh sound.)

How can we tell when the wind is blowing very hard?



Are we glad to have wind?

How many like windy days? Why?

What things can you do on a windy day?

What work does the wind have to do?

What work in the autumn?

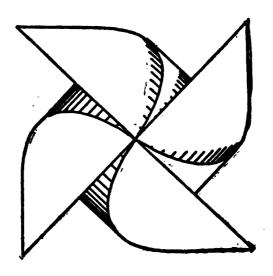
In the spring?

Memorize:

Whichever way the wind doth blow, Some heart is glad to have it so, So blow it east or blow it west, The wind that blows, that wind is best. — Selected.

DRAWING

Cut windmill.



BUSY WORK

A. M.

A DIVISION: Write spelling.

B Division: Write (seven — 7 — VII).

RECESS

A: Letters - Pictures.

B: Letters - reading slips.

P. M.

A: Newspaper slips — cut known words.

B: Number boxes — stories from slips.

A: Pictures - draw.

B: Mats - weave.

WEDNESDAY

MORNING TALK—TIME

CHOOSE a child to make the clock tell some time.
Children tell what happens at that time.
Continue exercise.

LANGUAGE - REVIEW COMMA

CHILDREN ask questions.

Choose some pupil to answer, first orally, then on board. Choose child each time who is sitting the straightest.



GEOGRAPHY—FIELD LESSON

OBSERVE:

Mother Nature's carpet.
Colors in carpet. Principal color.

Appearance of trees. Of lawns and gardens.

Birds seen. Birds' nests.

Insects seen. Doing what?

Direction and strength of wind.

Appearance of sky. Clouds.

Sun is where?

Length of time spent in walk.

Direction of walk.

What buildings seen? Water?

Temperature?

DRAWING

DRAW and date the appearance of seed planted in school-room.

BUSY WORK

A. M.

A DIVISION: Letters — make from memory words ending in (et).

B Division: Letters — story from memory.

RECESS

A: Number slips — story (4 + 3).

B: Cards with stars - sort.

P. M.

A: Picture cards - write name.

B: Words on slips — copy.

RECESS

A: Pegs — reproduce picture.

B: Pegs — same.

THURSDAY

MORNING TALK-GRASS

MATERIAL — piece of turf in dish.

Blade of grass for each pupil.

Where do we find grass?

Tell me some places where it does not grow.

What color is it?

Is it always the same color?

What causes it to change?

How does your blade feel?

Why do we call it a blade?

What shape is it?

How do the veins run?

What work has the grass to do?

What keeps the grass fresh and green?

Should we like to have it red, or blue?

Draw for me your blade of grass.

Read:

GRASS

WE say of the oak, "How grand of girth!"
Of the willow we say, "How slender!"
And yet to the soft grass, clothing earth,
How slight is the praise we render.

But the grass knows well in her secret heart, How we love her cool green raiment! So she plays in silence her lovely part, And cares not at all for payment.

- Selected.

LANGUAGE - CONVERSATIONAL LESSON

AIM — to train the imagination.

James and Arthur went fishing.

What kind of a day was it?



D'Entraygues

His First Ride



In what direction did they go?
How were they dressed?
What did they take for a lunch?
What did they take for bait?
Where did they get it?
Did they go out in a boat or fish from the shore?
In a brook, river, or pond?
How many fish did they catch?
What kind?
What did they do with them?

GEOGRAPHY—LIFE IN ARABIA

MATERIAL: Pictures showing desert, people, home life, camels. Globe.

Show the children Arabia on the globe.

What direction from us? (East.)

How do people travel from place to place in Arabia? (On camels.)

Why do they not ride on horses? (The horses cannot cross the desert.)

Why can camels cross the desert sands where horses cannot? (Their feet are large flat cushions, and they can go without water for days at a time.)

What is a desert? (Sea of sand.)

Why is it so sandy? (No rain.)

Are there any trees on the desert?

Houses? Brooks? Rivers?

Can people live on the desert?

Does the desert cover the whole of Arabia?

Tell children that northern part is called "Rocky Arabia," the central part "Desert Arabia," and the southern part "Happy Arabia," because there is water here and fruit and flowers growing.

Where do you suppose the people live? (In "Happy Arabia.") In what kind of houses do you suppose they live? (Tents.)

Of what is the tent made? (Camel's hair cloth.)

How many rooms has it? (Two.)

Is it hot or cold in that country? (Hot.)

What do the people do during the hottest part of the day? (Sleep.)

When will they get up? (After sunset.)

What does the father then do? (Sits on rug and smokes.)

What will they then have for supper? (Dates, brown bread, milk, and coffee.)

Do you think they have cows?

Where do they get the milk, then? (Camel.)

Do they all sit down and eat together? (Father eats first, tnen mother, and children have what is left.)

BUSY WORK

A. M.

A DIVISION: Write spelling.

B Division: Write (eight — 8 — VIII).

RECESS

A: Number pictures — write problem.

B: Write number from chart.

P. M.

A: Newspaper slips — mark (ould).

B: Reading slips — copy.

RECESS

A: Music papers — copy exercise from board with lentils.

B: Scissors — cut palm tree.

DRAWING

PAPER cutting — camel, Arab's tents.

FRIDAY

MORNING TALK

What kind of a month is April?

Are there any more spring months to come?

What will be the name of the new one?



How many days has April?

Have we had more rainy or sunny days?

How many cloudy ones?

What visitors have come to Mother Nature's house this month?

What things has Mother Nature done this month?

Will she stop working now?

Will May be warmer or colder than April? Days longer or shorter?

How many have had birthdays this month?

What are the farmers doing now?

Your mothers?



LANGUAGE

MEMORIZE:

When April steps aside for May,
Like diamonds all the raindrops glisten,
Fresh violets open every day;
To some new bird each hour we listen.
— Lucy Larcom.

PHYSIOLOGY

NAME parts of body.

Name parts of head. Upper limbs.

Lower limbs. Arm. Trunk.

Hands. Feet.

How many kinds of joints have you? Touch them. Your leg has how many joints?
For what do you use your foot?
Why do not our joints need oiling like machinery?
How are the joints fastened together?
With what are the joints covered?

Read:

BEAUTIFUL THINGS

BEAUTIFUL faces are those that wear, It matters little if dark or fair, Whole-souled honesty printed there.

Beautiful eyes are those that show, Like crystal panes where hearth fires glow Beautiful thoughts that burn below.

Beautiful lips are those whose words Leap from the heart like songs of birds, Yet whose utterance prudence girds.

Beautiful hands are those that do Work that is earnest, brave, and true Moment by moment the long day through.



Beautiful feet are those that go On kindly errands to and fro, Down humblest ways if God wills so.

Beautiful shoulders are those that bear The needful burdens of homely care, With patient grace and daily prayer.

Beautiful lives are those that bless,
Silent rivers of happiness
Whose hidden fountains but few may guess.
—Selected

BUSY WORK—CHILDREN'S CHOICE DRAWING

FREE-HAND paper cutting of Mother Nature's April visitors.



MAY PLANS

FIRST WEEK

MONDAY

MORNING TALK—NEW MONTH

WHAT is the name of the new month?
What did the Indians call May? (The moon of green leaves.)
Why do you suppose they called it that?



DARCING ROUND THE MAY-POLE.

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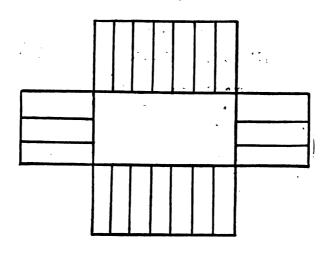
What leaves are out now?
What color are nearly all the leaves?
How many days in May?
Is it a shorter or longer month than April?

How many days had April?

What is this first day of May called?

How do you suppose the little English children across the sea are celebrating the day?

(Tell children of the custom of choosing a May Queen, and of the dance around the May Pole.)





Repeat:

You must wake and call me early, call me early, mother dear; To-morrow'll be the happiest time of all the glad new year; Of all the glad new year, mother, the maddest, merriest day; For I'm to be Queen o' the May, mother, I'm to be Queen o' the May.

Why did the little girl wish her mother to call her early? Why was she chosen to be the queen?

How did it make her feel?

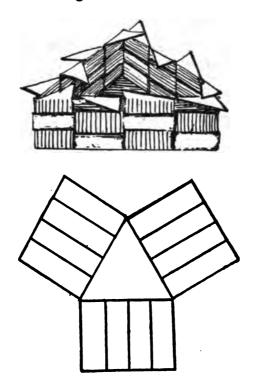
What causes people to have pretty faces? (Pleasant ways.)

Whom might we choose for our May Queen to-day?

What other custom had the English during the month of May? (Hanging May baskets.)

Do we have that custom here?

To whom will we hang our baskets?



LANGUAGE

Poem: The Brown Thrush.

HERE 'S a merry brown thrush sitting up in the tree, He 's singing to me! He 's singing to me! And what does he say, little girl, little boy, "Oh, the world 's running over with joy! Don't you hear? don't you see? '
Hush \ Look! In my tree,
I'm as happy as happy can be!"

And the brown thrush keeps singing, "A nest do you see,
And five eggs hid by me in the juniper tree?

Don't meddle! don't touch! little girl, little boy,
Or the world will lose some of its joy!

Now I'm glad! now I'm free!

And I always shall be,
If you never bring sorrow to me."

So the merry brown thrush sings away in the tree
To you and to me, to you and to me;
And he sings all the day, little girl, little boy,
"Oh, the world's running over with joy;
But long it won't be,
Don't you know? don't you see?
Unless we are as good as can be!" — LUGY LARCOM.

Memorize first stanza.

What is there sitting in the tree?

What color is the thrush?

Who has seen a thrush?

Is he a large or small bird?

Why do we like him? (Beautiful singer.)

What does the thrush say?

How does he feel?

What makes him happy?

Why does he say "Hush"?

What does the farmer think the thrush says to him when he is planting his corn? (Drop it, drop it, cover it up, cover it up.)
You may repeat the poem after me.

GEOGRAPHY

TAKE the class on a walk.

Notice: Prevailing colors, flowers, birds, animals, insects, clouds, color of sky, winds, people and their occupations.

BUSY WORK

A. M.

A DIVISION: Newspaper slips — underline (1) words.

B Division: Same — underline new phonogram.

RECESS

A: Dominoes - place dots, write the story.

B: Tablets: (2) place dots.

P. M.

A: (3) Word cards—copy.

B: Spelling words—(4) copy.

RECESS

A: Picture game - arrange.

B: Same.

DRAWING

CONSTRUCTION. — Make miniature May basket.

TUESDAY

MORNING TALK—NATURE

REVIEW Mother Nature's house-cleaning.

Has Mother Nature finished cleaning her house?

What visitors have arrived? Are they all here?

What others are coming?

⁽¹⁾ Containing a familiar phonogram.

⁽²⁾ Illustrating new number. Write number below in the four ways.

⁽³⁾ Difficult to remember.

⁽⁴⁾ From board.

What rooms have the robins taken? The bluebirds? The sparrows? The frogs?

How has Mother Nature trimmed her brooks? Rivers?

What other changes will she make this month?

What flowers has she already put on her carpet?

We will watch for new ones.

LANGUAGE—SENSE TRAINING—EYE TRAINING CALL five or six children to the blackboard.

Teacher draw two circles.

Erase, and children reproduce them. Teacher draw two circles and a square. Erase, and have children reproduce as before.

Continue the exercise increasing the number of figures each time. When a mistake is made, five other children replace the first group.

GEOGRAPHY

SUMMARIZE observations made during class walk of previous day.

What color was the sky?
What animals did you see?
Where?
What were the animals doing?
Did you see any insects?
Where? What were they doing?
On what streets did you walk?
In what direction did you go?
What trees did you see?
Had Mother Nature given them their leaves?
Were all the leaves you saw green?
What water did you see?
Was it still water or moving?
What other water did you see?
Did you see anything in the water?

What were they doing?
What flowers did you pick?
Tell me where each grew.
Was it a shady or sunny place? High or low?
Did you pass any people?
What were they doing?
What was the prettiest thing you saw?

DRAWING

FREE-HAND drawing of child from pose.

BUSY WORK

A. M.

A DIVISION: Letters — Story slips — reproduce.

B Division: Letters — (1) words — fill blank.

RECESS

A: Dominoes — New story.

B: Tablets — trace new number.

P. M.

A: Word slips - change script to print.

B: Write (2) spelling.

WEDNESDAY

MORNING TALK - GRASS

WITH what has Mother Nature carpeted her house?
Is it a soft carpet?
What color is it?
Is the grass a plant? Does it have a blossom?

⁽¹⁾ With letters omitted.

⁽²⁾ From board, script and written.

Has it leaves? What do you call that plant?
Has the grass any work to do?
Of what use to the farmers is it?
What animals like to nibble it?
Do you know of any animals that live in the grass?
Grass after it is cut and dried makes what?
How is the grass cut?
Who cuts it? When?
Who has ever been in a hay-field?
Where is the hay put for the winter?
What animals eat hay?
How is the hay carried to the barn?
What is a haycock?
Tell me about "Little Boy Blue."



LANGUAGE -

Story telling: Little Red Riding Hood.

THERE was once a little girl who lived with her father and mother near a large wood. She was a pretty little girl with blue eyes and golden hair. She could feed the chickens, wash the

dishes, sew on buttons, and help her mother in many ways, and she was always glad to do so. On the other side of the wood lived her old grandmother who loved her very dearly. The grandmother made her a red hood, and when the neighbors saw it they called her Little Red Riding Hood. After a time no one ever thought of calling her by any other name. One day her mother said to her: "Come, little Red Riding Hood, grandmother is very ill and I wish you to take some milk and butter to her." The little girl put on her red hood and taking her basket ran off into the great wood, very glad to help her dear grandmother. She had not gone far when a wolf who lived in the wood saw her and said: "Good morning, little Red Riding Hood; where are you going?"

"I am going to see my grandmother, kind wolf," answered the little girl. "She is very ill and I have some sweet milk and new butter in my basket for her."

"Where does your grandmother live?" asked the wolf.

"Oh, she lives in the first house on the other side of the wood, and I know she will be glad to see me."

"I am sorry your grandmother is so ill, and I think I will go and see her, too. I will go this way, by the brook, and you go through the wood and we will see who reaches her house first. Good bye;" and the wolf ran off as fast as he could. When the wolf came to the house he knocked, tap, tap, at the door.

"Who is there?" asked the grandmother.

"It is I," said the wolf in a soft voice, "Little Red Riding Hood. I have brought you some sweet milk and new butter, and I am so sorry you are sick."

"Lift the latch and walk in, my dear," called the grandmother. The wolf did lift the latch and walk in and right up to grandmother's bed. "Good morning, grandmother," he said, and was about to eat her up, but grandmother springing out of bed, dashed past him and shut herself up in the closet. The wolf picked up the clean white nightcap she had dropped in her fright, and tied it on his rough old head. Then he jumped into bed and pulled

the clothes up to his neck. "Now I am all ready for little Red Riding Hood," he said.

But little Red Riding Hood had stopped to play in the wood; it was so bright and fresh there. She heard the birds sing in the tall trees and she watched the brook as it hurried merrily over the stones. Everything was so happy and she was happy too.

"Poor grandmother is ill," she thought, "and cannot come into the woods; I'll take her some flowers." So she picked some dandelions and violets and put them into her basket and, singing gayly, ran on to grandmother's house. Tap, tap, she knocked at the door.

"Lift the latch and walk in, my dear," called the wolf, trying to make his voice very soft. Little Red Riding Hood opened the door and walked in.

"Put the basket on the table and come to the bed and kiss me," said the wolf.

Little Red Riding Hood thought grandmother's voice very hoarse, "but she has a cold," she said. So she put the basket on the table and ran up to the bed.

When she saw the long hairy arms she began to be afraid and said: "What long arms you have, grandmother!"

"The better to hug you with, my dear."

Then she saw the long ears under the nightcap, and she said: "What great ears you have, grandmother!"

"The better to hear you with, my dear."

"What large eyes you have, grandmother!"

"The better to see you with, my dear!"

"What a big mouth you have, grandmother!"

"The better to eat you up with, my dear." And jumping out of bed he made a spring at little Red Riding Hood. She gave a terrible scream which a hunter who was riding past the house heard. He came in and quickly made an end of the bad wolf. Just then they heard a faint moan from the closet. The hunter opened the door, and there was poor grandmother safe from the wolf, though badly frightened and nearly dead from the want of air.

GEOGRAPHY — RAIN

WHAT is rain?

From where does it come?

How does it get up into the clouds?

What causes the rain to fall?

When do we have our heaviest rains?

What do we call the short rains that come during the spring and summer?



Tell me all the uses of rain you can think of. How does it help the rivers? The brooks? The springs? What does rain do to the air? (Purifies it.)

Read:

RAIN IN SUMMER

How beautiful is the rain!
After the dust and heat,
In the broad and flery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs, Like the tramp of hoofs! How it gushes and struggles out From the throat of the overflowing spout! Across the window pane

It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain! — LONGFELLOW.

DRAWING

MAKE surface pattern using simple unit.

BUSY WORK

A. M.

A DIVISION: Letters — make word of reading lesson.

B Division: Letters - same.

RECESS

A: (1) Number combinations — copy.

B: Dominoes — place dots — write number.

P.M.

A: Write spelling.

B: Same.

RECESS

A: Pegs — outline scythe — hayrack.

B: Scissors — cut (2) pictures.

THURSDAY

MORNING TALK—BIRDS

AM a song bird.

I come in early spring.

I am blue.

My breast is a russet red.

I am not a weaver bird.

I make my home in holes in trees.

Little children are glad to see me.

I am very fond of my little mate.

We do not quarrel.

I eat grubs and insects.

Can you guess my name? Ans. — Bluebird.

⁽¹⁾ Hektographed on slips — answer on small slip. To be placed under proper combinations.

⁽²⁾ From catalogues, fruit, etc.

John may come out and give the class a bird riddle to guess.

The pupil who guesses correctly may give one. Continue until all the birds studied have been reviewed.

What birds have returned from the South?

What are they doing now?

Who builds the nest?

Of what is the robin's nest made?

The cat-bird's nest?

After the home is ready what comes next?

Who feeds the baby birds?

Are the father and mother birds alike in color?

Why are the mother birds' dresses less bright?

LANGUAGE

Poem: The Brown Thrush

MEMORIZE second stanza.

What did the thrush say was hidden!

Who hid it? Why?

How many eggs were in it?

Where was the nest?

Who has seen a juniper tree?

Where?

What did the thrush tell the little boy and girl?

What will happen if we touch the eggs?

How will the thrush feel then?

What does sorrow mean?

How can we bring sorrow to the thrush?

Do we wish to do that?

You may tell me the whole story now.



GEOGRAPHY - SUN

POINT toward the east.

What do you see in that direction every pleasant morning?

Where is the sun on stormy mornings?

What does the sun give us?

When do we have the more sunlight, in summer or winter?

Which season is then the warmer?

In what countries does the sun shine but a very little time in the year?

In what countries does it shine more than with us?

What country is called the "Land of the Midnight Sun?"

Do we always see the sun in the same place?

Where do we see it at noon?

At night?

What did the sun do to the ice and snow?

To the leaves and flowers?

Is the sun always the same color?

What is that dark object that the sun causes to follow you?

Does the length of your shadow change?

We will notice.

Which do you think is more necessary to us — the rain or the sun? Why?

DRAWING

PAINT bluegrass star flower.

BUSY WORK

A. M.

A DIVISION: Letters—copy reading slips.

B Division: Letters — new words.

RECESS

A: Number pictures - copy.

B: Number boxes — build number stories.

P.M.

A: Word slips - change script to print.

B: (1) Spelling slips — copy.

RECESS

A: Lentils — make music exercise. B: Pegs — (2) designs from chart.

FRIDAY

MORNING TALK - EXERCISE IN TELLING TIME

 ${f A_T}$ what time do you come to school in the morning?

Make the clock face say that.

Which hand tells the hour?

Which one the minutes?

Which hand travels the faster?

What do we call the short hand? The long hand?

How many numbers on the clock face?

How many minutes between each number?

How many minutes will it take the minute hand to travel halfway around the clock face?

Show me where one quarter of the distance around the clock face will be.

What do we say when the minute hand has reached that point? John may make the clock face say twelve o'clock.

Where are the hands?

⁽¹⁾ Review words.

⁽²⁾ Garden implements.

Mary may make the clock face say quarter past twelve o'clock. Half past.

Who can make the clock say quarter of twelve? What must we do to keep the clock running? When do most people wind their clocks?



THE LITTLE CLOCK

THERE'S a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.
And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.

LANGUAGE

Picture Study: The Nursery.

WHAT do you see in the picture? At what season of the year is it? What makes you think so? What trees are in bloom? In what month do the apple-trees bloom? What flowers can you see in bloom? Is this the city or the country? Do you think it is a farm? How many little lambs can you see? What is the woman doing? Why? Where is the mother sheep? Why does the lamb who is standing alone not run up to be fed? What is in the bottle? What will the lambs eat when they are older? What is the little girl doing? What relation is the woman to her?

If we were there what sounds would we hear? What fragrant odors would we smell? Why do you like the picture?

HISTORY-MEMORIAL DAY

W HAT holiday have we marked on our calendar? Why did we mark it with the colors red, white, and blue? What does the red say? (Be brave.) What does the white say? (Be pure.) What does the blue say? (Be true.) Why do we observe this day? What have the soldiers done for us? What kind of men were they? What can little children do to show their thanks? On what day will we do this? Whose picture can you see in the room this morning? What President's birthday did we celebrate in February? Why did we have a holiday on his birthday? What was he before he became President of the United States? Was he a brave soldier? Why are we obliged to have soldiers? Do you think it right for people to go to war? Next time we will talk about Abraham Lincoln's soldiers.



DRAWING

PAPER cutting.

Cut bird, and color appropriately.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) underscore—copy.

B Division: Letters — make new words.

RECESS

A: (2) Cardboard dominoes — complete — copy.

B: Dominoes — trace — (3) place dots.

P.M.

A: (4) Days of the week — arrange — copy.

B: Name slip — copy.

RECESS

A: (5) Mats — weave.

B: Mats — weave.

⁽¹⁾ Containing new phonogram.

⁽²⁾ With lentils on upper half. Children place enough lentils in lower half to form new number.

⁽⁸⁾ Illustrating new number.

⁽⁴⁾ Cut from calendars and paste on cardboard.

⁽⁵⁾ Paper. In colors. Use weaving needle.

SECOND WEEK

MONDAY

MORNING TALK—FLOWER LESSON

MATERIAL—dandelion for each child—blossom and leaf.

What color is our flower?

Who knows its name?

Who brought in the first dandelion? (Determine from flower chart.)

Why do you suppose it is called the dandelion?

Notice the leaf.

What color is it?

How does it compare with the leaf of the apple-tree?

Feel its edge. What do you find?

What do the points remind you of?

Are they large or small teeth?

What animal would be likely to have large teeth?

For what are these leaves sometimes used?

Notice the dandelion stem.

What does it look like?



Color?

How do children sometimes play with it?
How does it look inside?
Do you know of any other flower that has a stem like this?
What does the flower of the dandelion look like?
How is it made up? (Of many little flowers.)



When the dandelion is hot or tired what happens? (Closes.) Have you ever seen a dandelion asleep? Try to do so. Does the dandelion stay with us long? How does it change before going away? Listen to this story:

On a showery night and still, Without a word of warning, A trooper band surprised the hill, And held it in the morning. We were not waked by bugle notes, No cheer our dreams invaded, But at the dawn their yellow coats On the green slopes paraded.

We careless folk the deed forgot
Till one day, idly walking,
We spied upon the selfsame spot,
A crowd of veterans talking.
They shook their hoary heads and gray,
With noiseless pride and laughter,
Till, well-a-day, they blew away
And ne'er were heard of after. — Helen Gray Cone.

What do you think the soldiers were? How did they come?

LANGUAGE — DICTATION EXERCISE

DICTATE stories made up of the words learned in spelling lessons.

GEOGRAPHY -- LOCAL GEOGRAPHY

UPON what streets do you walk in coming to school?
What buildings do you pass?
Do you travel north, south, or east, or west in coming to school?
What street is east of the school building? West? North?
South?

Are there any hills near?
Are there any hills near your home?
What river is near here?
Have you ever been on that river?
Were its waters still?
Is that river of any use to the city?
What mills have we in ———?
What is made in those mills?
Have you ever been inside?
What did you see?
On what street is your church?

1

On what street is the library?

In what direction is the library from the school?

On what street is the post-office?

Do you have to go there for your mail?

Who brings it to you?

How often do the postmen come?

In what direction is the post-office from the school building?

Are there any brooks near your home? Springs?

Why is spring water the best water to drink?

From what does your drinking water come?

When you go home to-night notice the things about which you could not tell me.

DRAWING — DANDELION

DRAW and color from specimen.

BUSY WORK

A. M.

A DIVISION: Letters—(1) complete story slips.

B Division: Letters — make new words.

RECESS

A: Number game — copy.

B: Pictorial number.

P. M.

A: Write spelling - make with letters.

B: Same.

RECESS

A: Pegs — lay dandelion leaf.

B: Scissors — cut dandelion (2) leaf.

⁽¹⁾ Sentences resulting from nature talks. Hektographed on heavy paper. One or more words omitted. Omitted words printed on slips to be inserted.

⁽²⁾ Hektographed on paper.

TUESDAY

MORNING TALK—GARDENS

What are the farmers doing now?
What must be done to the ground before he can plant the seed?
With what will he break up the ground?

Why is it necessary to do this? (Explain.)

After he plows it what will he do?

Then what seeds will he plant?

Will he plant his corn in hills or drills?

What seed will he plant in drills?

What animals help the farmer prepare the ground?

How does Mother Nature help the seeds grow?

What enemies have the seeds among the insects?

What ones among the birds?

What does the farmer do to keep them away?

What care must the farmer give the plants when they are up?

How many here will have gardens at home?

Will they be flower gardens or vegetable gardens?

Would you like to be a farmer? Why?

What things has he to enjoy that you have not?

Sing: The Farmer.



⁽¹⁾ Point.

- (1) And this is the way he plows the ground, Plows the ground, plows the ground; And this is the way he plows the ground So early in the morning.
- (2) And then he comes and harrows it o'er, Harrows it o'er, harrows it o'er; And then he comes and harrows it o'er, So early in the morning.
- (3) This is the way he scatters the seed, Scatters the seed, scatters the seed; This is the way he scatters the seed So early in the morning.
- (4) And then the gentle showers come down, Showers come down, showers come down; And then the gentle showers come down So early in the morning.
- (5) This is the way the seeds come up, Seeds come up, seeds come up; This is the way the seeds come up So early in the morning.
- (6) The reaper comes and he cuts it down, Cuts it down, cuts it down; The reaper comes and he cuts it down So early in the morning.
- (7) And then he comes and bundles it up, Bundles it up, bundles it up; And then he comes and bundles it up So early in the morning.

What does the farmer do with the grain then? Into what is it made?
What is the flour made into?
Who makes the flour into bread?

⁽¹⁾ Make movement of plow with both hands.

⁽²⁾ Harrow with fingers of both hands held to represent harrow teeth.

⁽³⁾ Motion of scattering the seed.

⁽⁴⁾ Gently tap on desk with finger nails.

⁽⁵⁾ Hands held horizontally and carried upward.

⁽⁶⁾ Motion of cutting down.

⁽⁷⁾ Arms crossed over chest.



Tyler First Lessons in Needlework



Sing:

(1) The baker comes with his bread to sell, Bread to sell, bread to sell; The baker comes with his bread to sell So early in the morning.

LANGUAGE — SENSE TRAINING — TOUCH

BLINDFOLD a child and place him in front of the class. Signal one of the other children to come and stand in front of him. The blindfolded child must from the sense of touch recognize the child. If he guesses correctly he may call on some one to take his place.

GEOGRAPHY

WORK at sand table.

Take the children to the table in groups. Ask them to make what they saw on their way to school that day.

Give no directions or suggestions. At the close of the period let each child point out and tell what he has made.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(2) mark words, copy. B Division: Letters—(3) make words.

RECESS

A: (4) Problem slips — fill blanks — copy.

B: (5) Dominoes — (6) place dots.

- (1) Touch imaginary cap.
- (2) Having same prefix.
- (3) Difficult to remember from list on board.
- (4) Hektographed words to be inserted, on slips.
- (5) Cardboard.
- (6) Lentils, to represent new number.

P. M.

A: Copy spelling — make with letters.

B: Same.

RECESS

A: Picture game — match words to picture.

B: Lentils — lay musical scale.

WEDNESDAY

MORNING TALK—FLOWER RIDDLE

Repeat: Who Is He?

IN the spring when April showers Follow sunshine warm and bright, And you 're searching for the flowers That have sprung up in the night, You will find a little fellow Down among the grasses new, In a hood just tipped with yellow, Nodding lazily at you.

If you choose an early hour, Later, on a bright spring morn, You'll not find this little flower In the green hood he has worn; But you'll find a little fellow Down among the grasses new, In a fluffy cap of yellow Nodding saucily at you.

Springtime changes into summer, Flowers seem to take a nap, Then you'll find a strange new-comer With no hood or jaunty cap; For in days of sunshine mellow His fine cap blows far away, He is quite another fellow And his head is bald, they say!

- Selected.

Who can guess it?

LANGUAGE - DICTATION EXERCISE

DICTATE sentences using words learned in spelling lessons. Have margin lines ruled on papers.

Precede the lesson by exercises written from dictation on the black board.

Drill on capitals and punctuation marks.

GEOGRAPHY — DEW

SOME mornings when we get up early what do we see glistening on the grass?

If we walk through the grass then, what will happen?

How long does the dew stay?

What drives it away?

Do we see dew at any other time?

What causes it to form? (Explain.)

Into what is the dew changed when cold weather comes?

Has dew any work to perform?

DRAWING

SURFACE pattern — use the dandelion in simple form for unit.

BUSY WORK

A. M.

 ${f A}$ DIVISION: Letters — make words of reading lesson.

B Division: Letters — same.

RECESS

A: (1) Number game — match.

B: Tablets — trace — place dots.

P. M.

A: Write spelling — (2) copy.

B: Same.

RECESS

A: Sewing cards—spring flower. B: Pegs—outline spring flower.

(2) Print.

⁽¹⁾ Combinations written horizontally on slips to find answers. Ex.: 2 + 6 = 8.

THURSDAY

MORNING TALK—VIOLET

MATERIAL — each child should be supplied with a violet plant.

Who has seen this little plant growing?



Where was its home?
Was it in a shady or a sunny place?

Was the land dry or wet?
What color is the violet?
Are all violets of that color?

What are the other colors?

Is there more than one color in those we have with us this morning?

What color in the centre? What color is the stem?

How does the stem differ from that of the dandelion?

Is there any odor to this flower? Is the odor of any use?

Who has smelled violet perfume?

Do you know of what it is made?

Has the violet any work to do?

Tell me what you think that work is?

Do you know any song or poem about the violet?

Learn:

I know blue modest violets,
Gleaming with dew of morn.
I know the place you come from,
And the way that you were born;
When God cut holes in heaven,
The holes the stars look through,
He let the scraps fall down to earth;
The little scraps are you. — Selected.

LANGUAGE

Poem: The Brown Thrush.

MEMORIZE third stanza.

What is the thrush doing?

How is he singing?

What does merry mean?

What could make this bird merry?

In what kind of a tree is he sitting?

Does he keep very still as he sings?

How long does his song last?

What is he saying to us this time?

How can we be good to the thrush?

If we are not what will happen?

Repeat the lines which tell us that.

You may say the whole stanza.

GEOGRAPHY - RAINBOW

MATERIAL—chart with spectrum colors. Worsted, objects, and such material as can be collected to illustrate each color.

What do we sometimes see in the sky after a shower?

Do you ever see it in the winter?

What colors in the rainbow?

Who can draw its shape upon the blackboard? Is it always that shape?

What else have you seen in the sky that is the same shape?

Can you tell me what causes the rainbow? (Explain.)

Mary may find something on the table like the first color in the rainbow.

What is the name of that color?

What else can you think of that is red?

John may find something like the second color.

What is the name of that color?

Who can think of something good to eat, of that color?

Who will find something like the other colors and place them side by side as the colors in the rainbow are?

Helen may count the colors.

How many are there?

Who can name the colors without looking?

You may all take your pegs and make the rainbow for me. Be sure to have it the right shape.

DRAWING

DRAW and color rainbow.

BUSY WORK

A.M.

A DIVISION: Letters — change (1) words to print.

B Division: Newspaper slips — mark words.

· RECESS

A: Pictorial number.

B: Number game — copy.

P. M.

A: Write spelling - print same.

B: Write spelling.

RECESS

A: Colored crayons — color (2) pictures.

B: Same.

(1) Script.

(2) Spring flowers hektographed.

FRIDAY

MORNING TALK—BIRD LESSON

REVIEW birds already studied.

Teach the last newly arrived one.

Use the outline followed with the other birds.

Have the mounted specimen.

Compare with the robin to determine size.

LANGUAGE — DICTATION

CONDUCT as in previous lesson.

GEOGRAPHY -- LAKES

MATERIAL—globe—pictures of lakes. Show picture of a river and one of a lake. What can you see in the pictures? Are the bodies of water in the pictures alike? What do we call this one? (Show river.) Where is there something like it near? How is the river different from this other picture? Who has seen a body of water like this? What was it called? Is there a lake near here? What is the name of it? Who has been on that lake? In what did you go? What was the color of the water? Was the water still? Were there fish in the water? Who can find a lake on the globe?

DRAWING

DRAW and color violet.

BUSY WORK

A. M.

A DIVISION: Letters—make (1) words.

B Division: Letters - same.

RECESS

A: Dominoes - place dots - (2) write.

B: Dominoes — place (3) dots.

P. M.

A: Write spelling - picture envelopes.

B: (4) Name slips — copy.

RECESS

A: Pegs — outline (5) birds.

B: Picture envelopes — (6) match words.

⁽¹⁾ Geographical terms.

⁽²⁾ Combination.

⁽⁸⁾ Illustrating new number.

⁽⁴⁾ Surname.

⁽⁵⁾ Hektographed on cards. Outline and fill in with proper colors.

⁽⁶⁾ To pictures.

THIRD WEEK

MONDAY

MORNING TALK—FROG

Repeat: The Polliwog.

A TINY little polliwog
And little brothers three,
Lived in the waters near a log,
As happy as could be.

A-swimming, swimming, all the day,
A-sleeping all the night,
And trying, though they were so gay,
To do just what was right.

A-growing, growing all the while, Because they did their best; But I'm afraid that you will smile When I tell you the rest.

One morning, sitting on the log, They looked in mute surprise; Four legs had every polliwog, Where two had met their eyes.

Their mother, letting fall a tear, Said, "Oh, my polliwogs, It can't be you that 're sitting here!" For all of them were frogs.

And with their legs they 'd grown some lungs;
So you just wait and see;
In summer time their little tongues
Will sing "Ka-chink" with glee. — Selected.

Material: The animal.
What is the story about?
What did the little polliwogs grow to be?

How did they change?
Did their color change?
What color were the polliwogs?

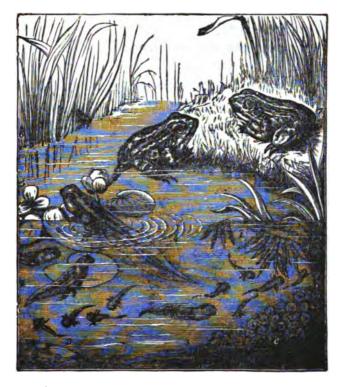


What color is this frog?
Where is the frog's home?
Where was the tadpole's home?
Are frogs of any use?
What other little animal is something like the frog?
Where are the frog's eyes?

How many legs has he?

Feel of his skin. How does it feel? What will happen to the frog if his skin becomes dry?

What does the frog eat? Put the frog on the floor.



How does he move?
How does he move when in the water?
What kind of feet has the frog?
How many toes?
What do the frogs say?
How many have ever heard the frogs peep?
When?
John may tell me all he can about the frog.

LANGUAGE -- POEM

REVIEW: The Brown Thrush.

GEOGRAPHY

LESSON at the sand table.

Children represent the river or lake with which they are most familiar.

Develop if possible the direction of the river and the location of the lake.

DRAWING

DRAW free-hand the last bird studied.

BUSY WORK

A. M.

A DIVISION: Letters — make words from reading lesson.

B Division: Letters - new words.

RECESS

A: (1) Circles — trace — write number story.

B: Circles - same

P. M.

A: Word envelope - sort.

B: Sentence envelope — build.

RECESS

A: Lentils — lay (2) musical exercise.

B: Straws — (3) string.

- (1) Cardboard. Place dots to form combination.
- (2) From chart.
- (3) According to some definite arrangement of color.

TUESDAY

MORNING TALK—MAYFLOWER

MATERIAL — flower and leaf for each child.

Who has seen this little flower growing?

Where is its home?

Who can tell me its name?

How do you suppose it got that name? (Explain.)

After what did the Pilgrims name the flower?

What reason had they?

What is the color of the Mayflower?

Are all Mayflowers that color?

Has the Mayflower a sweet odor?

How many petals has it?

Who can make me a picture of the flower?

What color are the leaves? Shape?

How do they feel?

Have they any teeth?

What flower had leaves with very large teeth?

What color is the Mayflower's stem?

Is it straight? Hard or soft?

What is another name for the Mayflower?

Why is it called trailing arbutus?

Does the stem trail above or under the ground?

Do you think the flower has any work to do?

You may take your pencils and make me a picture of your flower and leaf.

LANGUAGE

MEMORIZE the first stanza.

Poem: Bed in Summer.

In winter I get up at night
And dress by yellow candle-light,
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see The birds still hopping on the tree, Or hear the grown-up people's feet Still going past me in the street. And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

- ROBERT LOUIS STEVENSON.

Who is talking in this poem?
At what time does he say he gets up?
Tell me the line that says that.
How does he dress?
Tell me the line that says that.
How is it in summer when he goes to bed?
What makes the difference?
Do you like to sit up late in the summer time?

GEOGRAPHY - RIDDLE

AM thinking of something that is good to drink. We could not live without it. It has no taste. It has no color. We can see through it. It comes from the rivers and lakes. It comes from springs. From clouds. Sometimes it is salt. What is it? Then we can not drink it. We cook with it. It makes us sweet and clean. Mother Nature uses very much of it. Our own mothers use very much of it. It keeps our houses sweet and clean. We cross the ocean on it. In winter we skate on it. Fish live in it.

Insects like it.

Nothing could live without it.

Can you guess its name? — Ans. Water.

DRAWING

PAPER cutting — cut fern leaves.

BUSY WORK

A. M.

A DIVISION: (1) word slips—(2) copy.

B Division: Letters - make words of reading lesson.

RECESS

A: Dominoes - copy combination.

B: Dominoes — place dots.

P. M.

A: Sentence envelopes.

B: Word envelopes — (3) sort.

RECESS

A: Color boxes — (4) copy design.

B: Pegs — copy (5) design.

WEDNESDAY

MORNING TALK-FLOWERS

A GENERAL review from the list on the flower calendar.
What was the first flower found this spring? When?
Where was its home?

⁽¹⁾ Familiar words. One or more letters omitted.

⁽²⁾ With letters, supplying missing letters.

⁽³⁾ According to endings.

⁽⁴⁾ From chart.

⁽⁵⁾ Same as (4).

What color was the flower? Is it with us now?

Jennie may read the whole list of flowers.

What was the next flower?

Where was its home? What color was it? Was it sweet smelling?

John may name all the yellow flowers that we have found.

Who will name all the blue ones?

Which have we found the more of, yellow or blue?

What other colors in the flowers?

Name the flowers of each.

Which is the largest flower?

Which is the smallest?

Which do you think is the prettiest?

Which the most useful?

Which have no odor?

Which have a sweet odor?

Which have a disagreeable odor?

What ones grew in shady spots?

Which grew in sunny places?

Which ones grew in moist wet places?

Which ones in dry sandy places?

Which grew on high ground? On low?

LANGUAGE - SENSE TRAINING - HEARING

HAVE children bow their heads and close their eyes.

Teacher taps on her bell three times. "John, what did you hear?"

"I heard you tap three times."

Teacher taps twice, waits an instant, then taps once, waits again, and taps four times. Asks: "Mary, what did you hear?"

"I heard two and one and four."

Continue the exercise increasing the number of taps gradually.

GEOGRAPHY—THE OCEAN

WHAT body of water is that which is very much larger than a lake?

What oceans have you ever heard about? What people crossed one of these? Which ocean was it? In what direction from here? How many have ever seen the ocean? How many have ever been on an ocean? What is another name for an ocean? What color is the water? Is it good to drink? Why? What makes it salty? How does the salt get into the ocean? What fish live in it? What else is found in its waters? What ocean did Columbus cross? How long was he in crossing? How long were the Pilgrims in crossing? Why did it take them so long? Who will find the oceans on the globe?

DRAWING - ORNAMENT

DRAW simple leaf ornament.
One color, black or gray.

BUSY WORK

A. M.

A DIVISION: Letters — copy (1) names.
B Division: Letters — make new words.

⁽¹⁾ Of flowers from flower chart.

RECESS

A: Pictorial number.

B: Circles — place dots — write number.

P. M.

A:(1) Cutting — pasting.

B: Mats (2) weave.

THURSDAY

MORNING TALK—(3) FISH

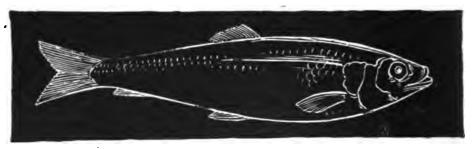
WHAT have you seen boys doing lately?

Why were they sitting so still in boats or on the banks of rivers or brooks?

Why do they need to sit so still?

Can fish see? Hear?

Notice our fish. How does he move about in the water?



What are those little wing-shaped affairs on the back and sides of our fish?

Of what use are they?

Do the fins move when the fish is still?

Has the fish teeth?

What does he eat?

How do you suppose he gets his food?

⁽¹⁾ Cut flowers from wall paper. Rearrange and paste on sheets of manila.

⁽²⁾ According to copy.(3) Have live fish.

Has the fish eyes? Where are they? What shape are they? Has the fish eyelids? Gills? Why does the fish not freeze in winter? Does the fish feel the cold? Why? How does his tail help him in swimming? (Propels him.) For what are fish good? Fins take the place of what? (Legs.) How do we catch fish? What kind of a pole do you use? From what country do our bamboo poles come? Do you think it hurts the fish to be caught on the sharp hook? How many kill the fish with a stick as soon as he is caught? Why ought we to do this? Can you tell me the names of any fish that you have caught? Can you tell me the names of any that live in the sea?

LANGUAGE

Poem: Bed in Summer.

MEMORIZE second and third stanzas.

What are the birds doing when this little boy goes to bed?

What bird did you ever see hopping?

What other sounds does he hear?

Why are not the other people in bed?

You may tell me the whole story.

GEOGRAPHY - PLANTING

OUT of door lesson in the garden.

The date for planting the school gardens will vary in different localities.

BUSY WORK

A. M.

A DIVISION: Letters—(1) words.
B Division: Reading slips—(2) copy.

RECESS

A: Number slips — write problems.

B: Cardboard dominoes — (3) complete.

P. M.

A: Sentence envelopes.B: Picture envelopes.

RECESS

A: Bird cards — (4) color.

B: Same.

FRIDAY

MORNING TALK - APPLE BLOSSOMS

THE orchard trees are white,
For the bright May sun is shining;
And the blossoms show
Like a drift of snow,
From a cloud with a rosy lining.

What kind of a tree is this?

How many have ever seen an apple-tree in bloom?

Who has an apple-tree in his yard or garden?

Are they in bloom now?

When did the first blossoms come?

What color were the little buds?

⁽¹⁾ Names of days of the week.

⁽²⁾ With letters.

⁽⁸⁾ With lentils.

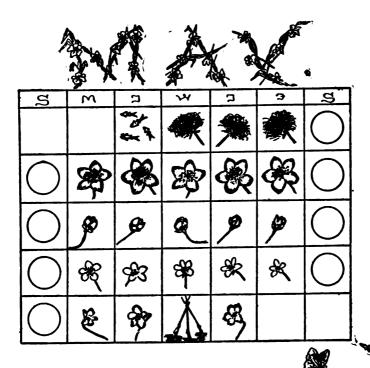
⁽⁴⁾ Hektographed.

Does your tree look like a drift of snow?

I once knew of a little girl who thought the tree looked like a big cornball.

Are the blossoms fragrant?

Do you think the bee likes the apple-blossom?



What shape is the leaf?

Feel the leaf. Is it smooth?

What is the place called where there are many apple-trees?

When farmers wish to have an orchard do they plant the seed?

What do they plant? (Set out young trees.)

Why do they not plant the apple seed?

Will the apple-blossoms stay with us long?

Is the work of the blossom done when it falls?

How do the little petals look as they come fluttering down?

water very deep?

LANGUAGE

PICTURE study—A Fair Wind.

What are the little people in the picture doing?

Is it summer? What tells you it is?

What is the little boy trying to do?

Why will the boat not go?

Of what is the boat made?

Do you not think it a queer kind of boat?

Why is the boy pouting his lips out in that way?

What does the little girl think about it?

Does she think he can make the boat go?

Is the water a river or an ocean?

What makes you think that?

Do you think the boy will succeed in starting the boat? Is the

GEOGRAPHY — SOLDIERS

What night we call it? (A Remember Day.)
What do we remember on that day?
Who has seen a soldier?
How did he walk?
How was he dressed?
In what do soldiers sleep at night?
Who has ever seen a tent?
What tents have you seen?
Do you think he has a very comfortable bed?
What does he do with his tent and blankets when he has to go on the march?

What does the soldier have to eat? How is it cooked? In what kind of dishes served? What must he do with his dishes when through eating?

Does he carry them with him on his marches?

He carries his house and furniture with him when he travels.

What little animal have you seen that carries his house on his back?

Have we any soldiers fighting for us now?

What are our soldiers doing?

Would you like to be a soldier?

Why?

DRAWING—PAINTING LESSON

DRAW and paint apple-blossom.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) underscore."

B Division: Letters — make (2) words.

RECESS

A: Draw (3) blocks — arrange story. B: Numbers — make (4) combination.

P. M.

A: Copy spelling - change to print.

B: Copy spelling.

RECESS

A: Scissors — cut fish.

B: Colored tablets — arrange border.

(8) "Speer."

⁽¹⁾ Words containing six letters. Mark phonograms.

⁽²⁾ Names of days of the week.

⁽⁴⁾ Illustrating new number.

FOURTH WEEK

MONDAY

MORNING TALK — BOBOLINK

MATERIAL — mounted specimen.

What color is this bird?

What is the color of his mate?

Why are her colors not so bright?

Is this bird as large as the robin?

Who has ever heard him sing?

What did he seem to say?

What do you think his name is?

Where must we look for his nest? (In grass.)

Do you think he hides his nest well?

When does he build his nest? (In May.)

How many eggs does his mate lay?

As soon as the baby birds come what does the father bird do?

Does he wear his shining coat all summer?

Does he sing his merry song all summer?

Of what use are these birds? (Destroy injurious insects and worms.)

When does the Bobolink go south?

Does he sing while there?

Does he build a nest?

What do the farmers in the South call him? Why?

For what do they sometimes use him? (For food.)

Read:

ROBERT OF LINCOLN

MERRILY swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,
Robert of Lincoln is telling his name:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Snug and safe is that nest of ours,
Hidden among the summer flowers.
Chee, chee, chee.

Robert of Lincoln is gayly drest,
Wearing a bright, black wedding-coat;
White are his shoulders, and white his crest.
Hear him call his merry note:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Look, what a nice new coat is mine,
Sure there was never a bird so fine.
Chee, cheer chee.

Robert of Lincoln's Quaker wife,
Pretty and quiet with plain brown wings,
Passing at home a patient life,
Broods in the grass while her husband sings:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Brood, kind creature; you need not fear
Thieves and robbers while I am here.
Chee, chee, chee.

Modest and shy as a nun is she;
One weak chirp is her only note.
Braggart, and prince of braggarts is he,
Pouring boasts from his little throat:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Never was I afraid of man,
Catch me, cowardly knaves, if you can!
Chee, chee, chee.

Six white eggs on a bed of hay,

Flecked with purple, a pretty sight!

There as the mother sits all day,

Robert is singing with all his might:

Bob-o'-link, bob-o'-link, Spink, spank, spink; Nice good wife that never goes out, Keeping house while I frolic about, Chee, chee, chee.

Soon as the little ones chip the shell,
Six wide mouths are open for food;
Robert of Lincoln bestirs him well,
Gathering seeds for the hungry brood.
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
This new life is likely to be
Hard for a gay young fellow like me.
Chee, chee, chee.

Robert of Lincoln at length is made Sober with work, and silent with care; Off is his holiday garment laid, Half forgotten that merry air: Bob-o'-link, bob-o'-link, Spink, spank, spink; Nobody knows but my mate and I, Where our nest and nestlings lie, Chee, chee, chee.

Summer wanes, the children are grown;
Fun and frolic no more he knows;
Robert of Lincoln's a humdrum crone;
Off he flies, and we sing as he goes,
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
When you can pipe that merry old strain,
Robert of Lincoln, come back again,
Chee, chee, chee. — W. C. BEYART.

LANGUAGE — DICTATION

DICTATE sentences made up of words from nature lessons.

HISTORY

Review: Lincoln.

MATERIAL - picture of Lincoln.

Of whom is this a picture?

Tell me about Lincoln's early home.

His school days.

Who remembers the story of Lincoln's first book?

How did Lincoln always treat his mother?

How did Lincoln treat his playmates?

Who remembers the story of Lincoln and the pig?

After studying and working hard what did Lincoln become?

Who knows what a lawyer is?

Do you know any lawyers in this city?

What kind of a lawyer did Lincoln make?

He was always so honest that people called him what? (Honest Abe.)

He was finally chosen by the people to become what? Why do you suppose the people wished him to be president?

DRAWING—COLOR LESSON

DRAW and color bobolink.

BUSY WORK

A. M.

 $oldsymbol{A}$ DIVISION: Letters — Make (1) words from memory.

B Division: Letters - make new words.

RECESS

A: Pictorial number.

B: (2) Dominoes — complete the story.

⁽¹⁾ Action.

⁽²⁾ Cardboard.

P. M.

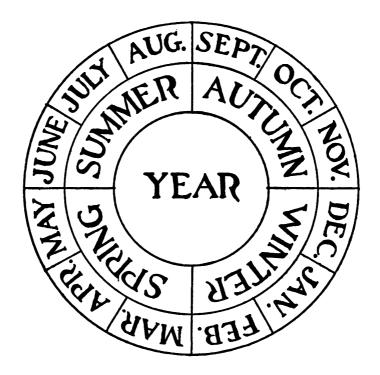
A: (1) Spelling slips — copy.

B: Same.

RECESS

A: (2) Game of the seasons — arrange.

B: Pegs — tent, gun, sword, etc. from chart.



TUESDAY

MORNING TALK

FLOWER lesson.

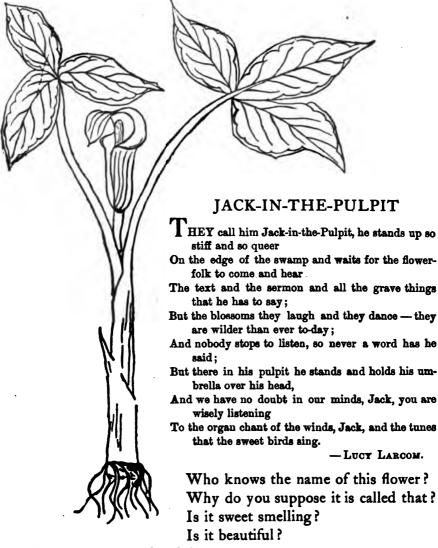
⁽¹⁾ Words of spelling lesson. Those most commonly mispelled.

⁽²⁾ Hektographed on cardboard and cut apart.



 $\label{eq:G.H.Tromstead} \textbf{The First Step}$





Why do we like to find it?

Where is its home? (In moist places.)

Do insects like it?

What sometimes happens to the insects that visit it? (Cannot get out, die.)



What colors has Jack?

What might we call this part over his head? (Umbrella.)

Have you ever seen any other flower shaped like this?

What kind of a stem has it?

Feel of the leaves. How do they feel?

Look at the root.

What vegetable does it somewhat resemble? Is it good to eat?

Do you know what people sometimes ate it? (Indians.)

What other name has Jack? (Indian turnip).

LANGUAGE

Read Poem: Winter and Spring.

IN his lodge beside a river, Close beside a frozen river, Sat an old man sad and lonely, White his hair was as a snow-drift; Dull and low his fire was burning, And the old man shook and trembled, Folded in his Waubewyon, In his tattered white-skin-wrapper.

Whom is the story about?

What kind of a man is he?

How does he feel?

What makes him lonely?

Did you ever feel lonely?

Why is he sad?

How can you tell that he is a very old man?

Have you ever seen a person whose hair was as white as a snow-drift?

Has the old man a fire?

Is it a good warm fire?

Of what do you suppose the fire is made?

How is the old man dressed?

Of what is the wrapper made?

What people wore clothes made of skins?

Do you think that perhaps this old man may be one of those people?

What does the story call the place where he is sitting? Do you think it means a house or a tent?

Read:

Hearing nothing but the tempest
As it roared along the forest,
Seeing nothing but the snow-storm,
As it whirled and hissed and drifted,
All the coals were white with ashes,
And the fire was slowly dying,
As a young man, walking lightly,
At the open doorway entered.

What noise does the old man hear?
How does it sound?
What does he see?
What is the snow doing?
When do we have storms like that?
What is happening to the fire?
Who has just come in?
Next time we will talk about this young man.

Repeat:

HISTORY - FLAG

SOME flags are red, or white, or green, And some are yellow, too, But the dear, dear flag that we love best, Is red, and white, and blue.

We love our native country's flag
To it our hearts are true,
Above us wave in splendid folds,
The red, and white, and blue.

— Selected.

To whom does this flag belong? Who fought to get us a flag? What does the flag mean to us? Who had the first flag made for us?



Who told her just how to make it?

How many colors in it?

Which part is red? White? Blue?

How many stripes in the flag?

Which way do the stripes run?

Where are the stars? How many stars are there?

What do the stars mean? Stripes?

What story does the red in the flag tell us? The white says what? The blue?

Teach salute: "I give my head, my heart, and my hands to my country. One country, one language, and one flag."

DRAWING

DRAW and color flag.

BUSY WORK

A. M.

A DIVISION: Newspaper slips—(1) cut—(2) arrange.
B Division: Letters—(3) make (4) words.

RECESS

A: Dominoes — (5) write story. B: Dominoes — (6) place dots.

P. M.

A: (7) Spelling slips — copy. B: Copy spelling from board.

⁽¹⁾ Words of six letters.

⁽²⁾ Matching phonograms.

⁽³⁾ Copy from board.

⁽⁴⁾ Descriptive words. Ex.: hard, soft, pretty, etc.

⁽⁵⁾ Formed by dots. Use paper 6 x 9 inches.

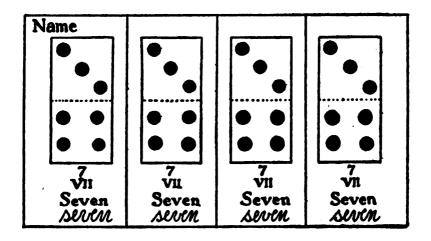
⁽⁶⁾ To illustrate new number. See illustration on next page.(7) Hektographed. Words of spelling lessons.

RECESS

A: Scissors — cut (1) pictures.

B: Pegs — lay (2) pictures.

Tell: Place paper with short edge in front of you. Fold lower edge to meet the upper edge. Again, fold the lower edge to meet the upper edge. Open papers. Turn so that the creases will be vertical creases. Call space between, rooms. Write a story in each room.



WEDNESDAY

MORNING TALK—BIRD LESSON

Read: Baltimore Oriole.

HOW falls it, Oriole, that thou hast come to fly In tropic splendor through our Northern sky? At some glad moment was it Nature's choice To dower a scrap of sunset with a voice,

⁽¹⁾ Free-hand of tents, guns, etc.

⁽²⁾ From chart.

Or did some orange tulip, flaked with black, In some forgotten garden ages back, Yearning towards Heaven until its wish was heard, Desire unspeakably to be a bird?

What colors can you see in this bird's coat?
Is he as large as the robin?
Can you tell me his name?
What else is he sometimes called? (Golden Robin.)
Where shall we look for him?
In what trees does he build his nest?
Is he a carpenter, weaver bird, or mason?
Who has seen his nest?
How is it different from that of the robin?
Who does the weaving?
Which bird finds the material?
Of what is the nest made?

What sometimes happens to the mother bird when she is making the nest? (Becomes entangled and cannot extricate herself.)
What color are the eggs?
What do the little baby birds eat?

What does the parent bird first do to their food? What do they eat as they grow older? Is the Oriole a song bird? How many have seen an Oriole this year?

We will watch for him.

LANGUAGE

Read poem: Winter and Spring.

RED with blood of youth his cheeks were, Soft his eyes, as stars in spring-time, Bound his forehead was with grasses; Bound and plumed with scented grasses, On his lips a smile of beauty, Filling all the lodge with sunshine, In his hand a bunch of blossoms Filling all the lodge with sweetness.

Who entered where the old man was sitting?
What color were his cheeks?
What kind of eyes?
What was on his head?
Was he sad too?
What tells you he was not?
What did he have in his hand?
What did the flowers do to the lodge?

"Ah, my son!" exclaimed the old man,
"Happy are my eyes to see you.
Sit here on the mat beside me,
Sit here by the dying embers,
Let us pass the night together.
Tell me of your strange adventures,
Of the lands where you have travelled;
I will tell you of my prowess,
Of my many deeds of wonder."

What did the old man say to him?
Where did he ask him to sit?
Why did they not sit in chairs?
How long did the old man ask him to stay?
What did he ask him to tell him?
Then what will the old man tell the stranger?

From his pouch he drew his peace-pipe, Very old and strangely fashioned; Made of red stone was the pipe-head, And the stem a reed with feathers; Filled the pipe with bark of willow Placed a burning coal upon it, Gave it to the guest, the stranger And began to speak in this wise: "When I blow my breath about me, When I breathe upon the landscape, Motionless are all the rivers. Hard as stone become the waters!" And the young man answered, smiling: "When I blow my breath about me, When I breathe upon the landscape, Flowers spring up o'er all the meadows, Singing onward rush the rivers!"

What did they do after sitting down?

What kind of a pipe was it?

What did they smoke in it?

How did they light it?

Who smoked first?

What did the old man tell the stranger?

What happens when the old man breathes upon the landscape?

What did the young man say about his breath?

Which do you like the better?

What would be a good name for the old man? The young man?

DRAWING—COLOR LESSON

MAKE border. Trace simple form of the daisy for the unit, and color it.

BUSY WORK

A. M.

 ${f A}$ DIVISION: Letters — make new (1) words.

B Division: Same.

RECESS

A: Dominoes — write story.

B: Dominoes — new story.

P. M.

A: Sentence envelopes.

B: Word envelopes.

RECESS

A: Scissors — cut (2) flowers.B: Pegs — outline flowers.

⁽¹⁾ Of reading lesson.

⁽²⁾ Hektographed.

THURSDAY

MORNING TALK—BIRD RIDDLE

AM thinking of a song bird.

He is a very beautiful bird.

He is not so large as the robin.

He wears a black coat.

He has a very bright vest.

His cap is black.

He eats caterpillars, beetles, and bugs.

His little ones eat only caterpillars.

He swallows the caterpillars before feeding them to the babies.

He is a weaver bird.

His nest looks like a bag.

He hangs it on the end of a branch.

No one can get near it.

He finds the hair, grass, thread, and string to make the nest.

The mother bird does the weaving.

Sometimes she loses her life while making the home.

She becomes entangled in the threads and cannot get away.

The wind rocks the baby birds.

The little ones learn to fly very swiftly.

People sometimes call this bird the Golden Robin.

Can you guess his name?—Ans., Baltimore Oriole.

LANGUAGE

Read poem: Winter and Spring.

"WHEN I shake my hoary tresses,"
Said the old man, darkly frowning,
"All the land with snow is covered;
All the leaves from all the branches
Fall and fade and die and wither,
For I breathe and lo! they are not.

From the waters and the marshes
Rise the wild goose and the heron,
Fly away to distant regions,
For I speak and lo! they are not.
And where'er my footsteps wander,
All the wild beasts of the forest
Hide themselves in holes and caverns,
And the earth becomes a flint stone!"

When the old man shakes his head what falls?
What happens to the leaves?
What do the birds do?
When he walks in the forest what happens to the animals?

"When I shake my flowing ringlets,"
Said the young man, softly laughing,
"Showers of rain fall warm and welcome,
Plants lift up their heads rejoicing,
Back unto their lakes and marshes
Come the wild goose and the heron,
Homeward shoots the arrowy swallow,
Sing the bluebird and the robin,
And where'er my footsteps wander,
All the meadows wave with blossoms,
All the woodlands ring with music,
All the trees are dark with foliage!"

What kind of hair has the stranger?
What happens when he shakes his head?
What do the plants do then?
The birds?
When he walks through the meadow what happens?
What happens to the trees?
What could make the woodlands ring with music?

HISTORY

Review: George Washington.

OF what very brave soldier will you think on Memorial Day? You may come to the table, Mary, and find his picture. Tell me about his boyhood.



Where did he live? What were some of the things he liked to do?

Who will tell me the cherry-tree story?

Who remembers the horse story?

Why will Washington never be forgotten?

What was he besides a soldier?

Which president?

Why do we think of him each time we look at the flag?

You may sing "America" and look right at his picture as you sing.

DRAWING - FERNS



BUSY WORK

A.M.

A DIVISION: Letters—make (1) words.

B Division: same.

⁽¹⁾ Names of birds hektographed on cards.

RECESS

A: Number game.

B: Pictorial number.

P. M.

A: (1) Language slips — copy.

B: Write spelling.

RECESS

A: Pegs (2) — outline Jack-in-the-Pulpit.

B: Same.

FRIDAY

MORNING TALK—RIDDLES

CALL on different children to give bird riddles.

LANGUAGE

Poem: Winter and Spring.

WHILE they spake the night departed; From the distant realms of Wabun, From his shining lodge of silver, Like a warrior robed and painted, Came the sun, and said, "Behold me! Gheezis, the great sun, behold me!" Then the old man's tongue was speechless And the air grew warm and pleasant, And upon the wigwam sweetly Sang the bluebird and the robin, And the stream began to murmur, And a scent of growing grasses Through the lodge was gently wafted.

What happened while the old man and the stranger talked? What other visitor has come?

⁽¹⁾ Hektographed on slips. Action word omitted from slip. Printed on a small card. To be inserted in blank space.

⁽²⁾ Hektographed on cards.

How does he look?
From where did he come?
What is his name?
What did the old man say to him?
How is the air changed?
What sounds can we hear now?
What odors do we smell?

Read:

And Segwun, the youthful stranger, More distinctly in the daylight Saw the icy face before him; It was Peboan, the Winter! From his eyes the tears were flowing. As from melting lakes the streamlets, As his body shrunk and dwindled, As the shouting sun ascended, Till into the air it faded, Till into the ground it vanished, And the young man saw before him, On the hearthstone of the wigwam, Where the fire had smoked and smouldered, Saw the earliest flower of Spring-time, Saw the beauty of the Spring-time, Saw the Miskodeed in blossom. Thus it was in the North-land After that unheard-of coldness, That intolerable Winter, Came the Spring with all its splendor, All its birds and all its blossoms, All its flowers and leaves and grasses.

What does Segwun see?
What is happening to Peboan?
How does his body look now?
How does he disappear?
What is left where he sat?
What do some people say those flowers are? (Mayflowers.)

GEOGRAPHY

CLASS walk to gather flowers to decorate the soldiers' graves.

These are placed in crates furnished and called for by members of the G. A. R.

BUSY WORK

A. M.

A DIVISION: Newspaper slips — underscore (1) words.

B Division: Letters — make new words.

RECESS

A: Dominoes — (2) write problems.

B: Dominoes — place dots — copy.

P. M.

A: Word envelopes — sort.

B: Sentence envelopes.

RECESS

Class walk.

- (1) Familiar.
- (2) On board.

JUNE PLANS

FIRST WEEK

MONDAY

MORNING TALK—NEW MONTH

Do you notice anything new in our school-room this morning? What is it? (New calendar.)

Why do we have a new calendar?

What is the name of this new month? The name of the month just passed?

Tell me some of the things that last month brought us.

What flowers came last month? What holidays?

How many birthdays?

How many rainy days were there in May? How many pleasant ones?

What games did you play last month?

Did May bring any berries?

What ones will you look for this month?

Where will you find them?

How will June differ from May? (Longer days, warmer sun.)

What flowers will June bring us?

What is June sometimes called? (Month of Roses.) Why?

Will it be a longer or shorter month than May? How many days?

To what season does June belong?

How many summer months do we have? Name the others.

What comes this month that we are very glad to have? (Vacation.)

What colors will Mother Nature show us this month? Are you glad June is here? Why?

Read:

JUNE

AND what is so rare as a day in June?

Then if ever come perfect days,
Then Heaven tries the earth if it be in tune,
And over it softly her warm ear lays.
Whether we look or whether we listen,
We hear life murmur, or see it glisten;
Every clod feels a stir of might,
And instinct within it that reaches and towers,
And, grasping blindly above it for light,
Climbs to a soul in grass and flowers.

The little bird sits at his door in the sun,
Atilt like a blossom among the leaves;
And lets his illumined being o'errun
With the deluge of summer it receives;
His mate feels the egg beneath her wings,
And the heart in her dumb breast flutters and sings,
He sings to the wide world, and she to her nest;
In the nice ear of nature which song is the best?

- LOWELL.

LANGUAGE — (1) COPYING

MY name is June.

I am the first summer month.

I bring the roses.

I have long days.

GEOGRAPHY - FORMS OF LAND

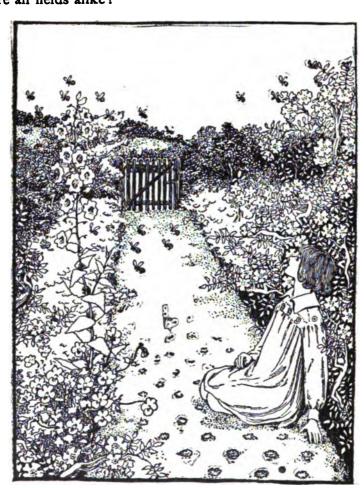
How many have ever seen a field? Where was it? How did it differ from your yard at home?

Of what use to the farmer?

⁽¹⁾ In the period for spelling this is rewritten as a dictation exercise.

Who has seen a pasture? What is the difference between a field and a pasture?

Are all fields alike?



A field that has no hills is called what? Which do you think the farmer prefers? Why?

How is a field enclosed?

How many have ever seen a hill?

Where was it? How did you get there?

Who has seen a hill nearer home?

Who has seen a very high hill? Did it have a name? Did you go to the top? How did you get there? Did the air seem just the same as when you were below?

What is the base of a hill? The slopes?

A very, very high hill is called what?

Of what mountains have you heard?

Have we any mountains in our own State? What grows upon them? What animals shall we find upon them?

Why do people go to the mountains to spend the summer? Would we wish to be there in winter? Why?

The land between high hills is called what?

Who will go to the sand table and make me a hill?

Someone may make a mountain. A valley.

John may go and make a very level field.

Mary may show me one that is not level.

DRAWING

PICTURE illustrative of summer.

BUSY WORK

A. M.

A DIVISION: (1) Cards — make words.

B Division: Letters — make new words.

RECESS

A: Write (2) number stories.

B: Tablets — place (3) dots.

P. M.

A: Sentence envelopes — arrange.

B: Picture game.

(1) Bearing phonogram upon them.

(2) Suggested by pictures on blackboard.

(8) Ten.



RECESS

A: Lentils — lay musical exercise.

B: Cushions — prick rose.

TUESDAY

MORNING TALK—BIRDS

 $m W_{HAT}$ birds have returned?

What are the birds doing now? Who builds the nest? Who feeds the baby birds?

How does the father bird help build the nest? (Brings material.)

What materials are used?

Of what does the robin build her nest?

Who has ever seen a robin's nest? Was it pretty?

Why does the robin make the nest so large?

What do the birds use in place of hands to build with?



How are the eggs kept warm? How long does it take them to hatch?

Does the mother bird leave the nest and eggs to get her food?

Where shall we look for the home of the robin? The bluebird? The sparrow? The crow?

What birds came last month?

Did any come in April?

What were the first birds to arrive?

Will the birds have more than one family this summer?

How can we watch the birds to learn their habits?

LANGUAGE — SENSE-TRAINING — HEARING

LLOW two or three children to walk across the floor together. The class with closed eyes detect the number walking by the and of the steps.

HISTORY

Fable: The Mouse, the Bird, and the Bee.

A MOUSE, a bird, and a bee all one day met under a large elm tree. The mouse, feeling very friendly toward the others, suggested that they all keep house together.

"Yes," said the bird, "we will build the nest in the branch of this tree just above our heads. We shall be far away from our enemies, the cats, there. The wind will rock our babies to sleep."

"But my babies squeak if they are rocked," said Mrs. Mouse. "They do not like it. Besides they would be sure to fall if they were up so high. They would break their little necks. Then, too, it is so light it would make their eyes



weak. No, the best place for our nest is in the ground, inside a hollow tree. It is warm and dark there, and no one will find us."

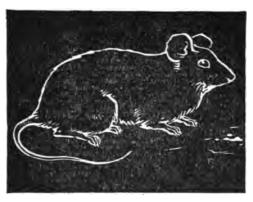
"In the ground, indeed!" said the bird. "So you think I would take my babies into the ground? They would smother there. Besides, they need all the light they can get."

"You had better not quarrel, but listen to me," said the bee. "The best place to build is in this beehive. It is not so high but that we can carry the honey in without much trouble. If we lived on the elm branch I should be too tired to carry the honey so high. If we lived in the ground I should catch cold. So let us build in this nice hive."

"And have the kitty eat our babies? No, indeed!" said the mouse, and "No, indeed!" echoed the bird.

"Well, since we cannot agree, let each build his own home.

The bird can build on the branch of the elm tree. The mouse can build in the ground, in the hollow of the elm tree. I will



build in this hive under the elm tree. So we shall see each other often, even though we do not live together."

"Squeak, squeak!" said the mouse as she ran to the hollow tree.

"Buzz, buzz!" said the bee as he began to gather honey.

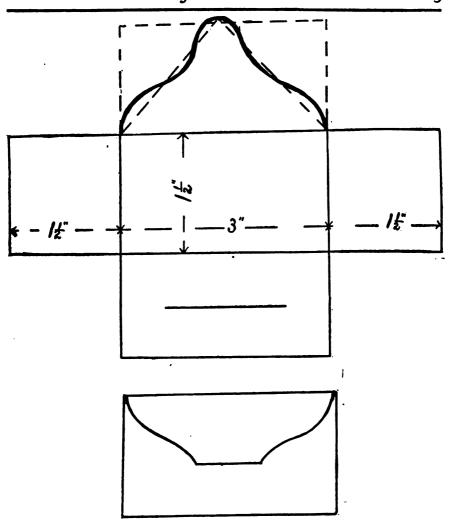
"Tir-a-lee, tir-a-lee," sang the bird, high in the bough of the old elm tree.

DRAWING

PAPER folding—Fold and paste envelope.

Place your square in front of you. Fold the lower edge to divide the square in thirds. Crease. Unfold. Turn the paper half-way round. Fold the nearer edge to the farther edge. Crease. Unfold. Fold the lower edge to the center crease. Crease. Unfold. Fold the lower edge to the nearest crease. Crease. Unfold. Turn the paper around. Repeat. Unfold. Cut on the folds. Turn down the farther left corner and crease. Turn down the farther right corner and crease. Open, draw outline for flap. Cut flap. Cut slit.

Place the paper with the full edge at the front of the desk. Fold the left and right edges on the outer creases. Fold the nearer edge to the farther crease. Paste the edges at the left and right. Turn down the flap. To whom shall we write?



BUSY WORK

A. M.

A DIVISION: (1) Picture cards—name with letters.

B Division: Letters—words from (2) phonogram.

(1) Familiar objects.

⁽²⁾ New, written on board.

RECESS

A: Circular tablets - drawn clock face.

B: Pictorial number.

P. M.

A: Copy spelling from board.

B: Write (ten, 10, X).

RECESS

A: Scissors — cut mouse, bird, bee.

B: Scissors — cut tree.

WEDNESDAY

MORNING TALK—RIDDLE—CLOCK

I AM thinking of something that has hands, but no feet.

It has a face, but no head.

It holds its hands before its face.

One hand is shorter than the other.

It tells something, but cannot speak.

It runs, but cannot move.

Of what am I thinking?

LANGUAGE—ADDRESSES

Put a list of the names of streets in school district on board.

Children select the name of their street from the list.

Copy a few times on paper.

Tell me the number of your house.

Where shall we write that?

We will copy what we have written upon the envelopes we made yesterday.

You may first write your own name on the envelope.

Where shall we write it?

For what must we leave room? (Stamp.)

Show me just where to write the name of our street and number.

In what state do you live? Where shall we write that? What shall we call what we have written? (Address.) Lena may come to the board and write her address.

GEOGRAPHY — FORMS OF WATER

How many have ever seen a brook?

Where was it?

What was the water in the brook doing?

What made it move?

From where does the water in a brook come?

Who has ever seen a spring? Where?

How did the water in the spring look?

Are there any springs near here? Are there any brooks near here?

Does the brook have any work to do? What?

Does the water in a brook make any sound? Where does to go?

What do we call a large brook? (Stream.)

Is there a stream near here?

What do we call a large stream?

Have you ever seen a river?

Does the water in a river stand still? Into what does it flow?

How many have ever seen a lake?

Was the water in the lake still? Is there a lake near here?

Are there any streams or rivers near the lake? How did they . get there?

In what ways does a lake differ from a river?

Who has seen the ocean? Where? What ocean was it?

Were you ever on the ocean? In what did you go?

What color was the water? Is it that color in rivers and lakes?

Did you ever taste the water in the ocean? How did it taste? Do people drink it? Why?

If you wish to cross a brook what do you do? (Jump over.)

How do you cross a river? (Bridge.)

Are bridges built across lakes? Why?

How do people cross the ocean?

Point toward the place where there is a big ocean. What is the name of that ocean?

Do you know of any other ocean? In what direction from us? Point in that direction. Tell me its name.

DRAWING-BOY FISHING

MATERIAL — fishing rod and line.

What have I in my hand? What is it for?

Who has ever been fishing? Where did you go?

What kind of fish did you catch? What other kinds of fish can we catch in the river? What fish in the brooks? In the lakes? In the ocean?

Could we use this rod to catch fish in the ocean? Why?

Who will come out here and play that he is trying to catch a pretty spotted trout? James may.

We will notice just how he holds the rod and then we will make a picture of him.

Pose boy and draw.

BUSY WORK

A. M.

A DIVISION: (1) Newspaper slips.

B Division: Letters—new words.

RECESS

A: Number game — make (2) combinations.

B: Dominoes — trace around — place dots.

(2) From number chart.

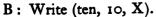
⁽¹⁾ Underscore words containing new phonogram. Copy with letters.





P. M.

A: (1) Picture cards — write names.

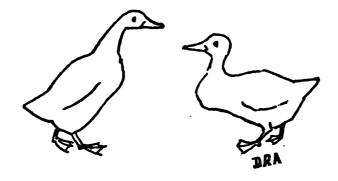




RECESS

A: (2) Tablets — arrange to form border.

B: Scissors — cut boat, ship.



THURSDAY

MORNING TALK—LESSON ON THE STRAW-BERRY

WHAT berries shall we look for this month? Where?
What will come first? (Blossom.) Have you seen any strawberry blossoms yet? What color is the blossom? Must we pick
them? Why?

⁽¹⁾ Same as given out on day preceding with name omitted.

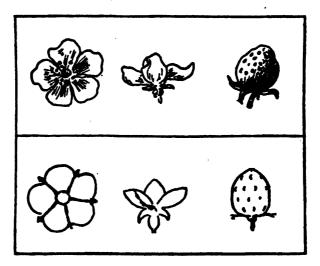
⁽²⁾ Different shapes.

What insects visit the strawberry blossom? Why?

Which part of the blossom falls?

How long does it take a strawberry to grow? We will watch and find out.

What color is the berry at first? Why does the color change?



How do the berries taste when green? When red?

Where must we look for the sweetest berries, in the sunny places or in the shade?

Shall we have any strawberries next year? Why?

Where are the seeds of a strawberry?

Do strawberries grow on bushes or vines?

Of what use are these berries?

LANGUAGE - STORY TELLING

Little Half Chick.

ONCE there was a hen that had ten chickens. Nine of them were fine little fellows, but the youngest was not like his brothers and sisters. He was only half as large as a chicken should be; so his mother called him Little Half Chick.

Little Half Chick's feet were not just right either, and when he walked he went hoppity-kick, hoppity-kick.

This made his mother feel very sad. She said, "My youngest child can never grow up to be tall and fine looking like his brothers. They will go out and make their way in the world, but poor Little Half Chick will always have to stay at home with me."

But Little Half Chick's mother soon found that he was not willing to stay at home under her wing.

He would often hop far away, and when his mother called him home he would pretend that he could not hear.

Little Half Chick's brothers and sisters were good chickens, but he, I am sorry to say, was often very rude to his mother and the other chickens.

One day he went up to his mother, hoppity-kick, hoppity-kick, and cocking one eye to her he said, "Mother, I am tired of this dull life. I am going off to the palace to see the king."

"To the palace, Little Half Chick!" said his mother. "Why, my dear, that would be a long way even for me to go. A poor little thing like you would be tired before you went half the way. Stay at home with me. Some day when you are bigger, we will take a nice long walk together."

But Little Half Chick had made up his mind to go, and he would not listen to his mother. So away he went, hoppity-kick, hoppity-kick.

"Be kind and polite to every one you meet," his mother called after him. But he was in such a hurry he did not stop to answer.

Little Half Chick went on his way and soon came to a bridge across a stream.

When part way over he heard a voice, and his heart stood still. It said, "Oh Little Half Chick, do come and help me! Please take away these weeds that are so much in my way."

"Help you indeed!" said Little Half Chick with a toss of his head. "Help yourself and don't trouble me. I am on my way

to Madrid to see the king." And off he went, hoppity-kick, hoppity-kick.

A little later he heard another voice. "O Little Half Chick! Little Half Chick!" it said. "Please put a few sticks on me."

This was a fire which some men had left burning in the woods. It was very low and would soon be out.

"O Little Half Chick!" it cried again. "I shall die if some one does not help me. Do give me some dry leaves and sticks."

"Help you indeed!" said Little Half Chick. "I have other things to do. I am off to Madrid to see the king." And off he went, hoppity-kick, hoppity-kick.

The next morning as he was getting near Madrid, he passed a big oak tree. The wind was caught in its branches.

"O Little Half Chick, Little Half Chick!" it cried. "Do hop up here and help me to get away from these branches. I cannot move."

"Then you ought not to have gone there," said Little Half Chick. "I can't waste all my morning helping you. Don't trouble me, I am off to the palace at Madrid to see the king." And away he went, hoppity-kick, hoppity-kick, faster than ever.

Now that morning the king had ordered a chicken pot-pie for his dinner. The cook happened to look out of the window just as Little Half Chick entered the courtyard.

"Here is the very thing I want, to make the king's pot-pie," cried the cook. And seizing him by the leg, he threw him into the pot to boil.

Poor Little Half Chick did not like this at all. He was very uncomfortable and cried, "O water, water! Have pity! Do not wet me like this!"

"Ah! Little Half Chick," said the water, "you would not help me when I was a little stream, now I cannot help you."

Then the fire began to burn. Little Half Chick hopped from one side of the pot to the other, trying to get away from the heat.

At last he cried, "O fire, fire! Do not burn me like this. You do not know how it hurts."

"Little Half Chick," answered the fire, "you would not help me when I was dying in the woods. Now I cannot help you."

At last the cook came in and when he looked into the pot and saw how black Little Half Chick was, he said, "This chicken is burnt up. It is not fit to eat." So he threw Little Half Chick out of the window.

The wind caught him, and dashed him through the air so fast that he could hardly breathe.

"O wind!" he cried, "if you take me along like this you will kill me. Please let me rest a little while."

"Ah! Little Half Chick." said the wind, "when I was caught up in the oak tree, you would not help me. Now I cannot help you."

And he carried Little Half Chick over the roofs of the houses till they came to the very highest church in town.

He blew him against the steeple and there he left him. And there stands Little Half Chick to this day.

- From the Spanish Folk Lore.

GEOGRAPHY—OCCUPATIONS AND PROFESSIONS

What is a farmer?
What is a blacksmith?
What is an engineer? Brakeman?
Have you ever heard of a plumber?
What does he do?
What is a miller?
What is a tailor?
What is a shepherd?
Do we have shepherds? Why?
What is a carpenter?
What is a machinist?

What does a doctor do?

What does a lawyer do?

Do you know of any merchants? What is their work?

Have you ever heard of an artist? What is an artist's work?

What is a poet? What poets have we talked about?

What is a musician?

Which of all these had you rather be?

DRAWING

DRAW "Little Half Chick," showing where the wind left him.

BUSY WORK

A. M.

A DIVISION: Reading slips—(1) reproduce.

B Division: Letters — (2) words.

RECESS

A: Write number problems from chart.

B: Number game — stories from board.

P. M.

A: Copy spelling.

B: Picture cards — copy name.

RECESS

A: Pegs — reproduce (3) picture.

B: Same.

⁽¹⁾ With letters.

⁽²⁾ Containing new phonogram.

⁽³⁾ In reading lesson.

FRIDAY

MORNING TALK-FLOWER LESSON

MATERIAL—Violets with roots and buds. Specimen for each child.

How many have ever visited the home of this little flower? Was it in a shady or sunny spot? In the fields or in the woods? Was it in a dry or moist place?

Who planted the violet seeds? How were the seeds scattered?

Who has seen the seeds of a violet? Were they large or small?

Does the violet plant die every year? What part lives? What protects the roots?

Has your violet plant roots? What grows from the roots?

Which part comes first, leaves or blossoms? Why do you suppose the leaves come first? (Protect flower.)

Notice the leaves. What shape are they?

Are there any leaves not yet opened on your plant? Why do you think Mother Nature rolled them up so tightly? (Enable them to get through ground without being torn.)

Which part do we see coming out of the ground first?

What else is there on your plant besides the leaves and blossoms? How are the little buds protected? What color are they? What color are the blossoms on your plant?

Are all violets purple?

What are the parts of the blossom?

How many petals has each? Are the petals all the same size? Can you see the little pocket behind the largest petal? What

do you suppose is in it?



RECESS

A: Number stories — (1) copy from board.

B: Number boxes — stories from chart.

P. M.

A: Copy (2) stories about the violet.

B: Write ten from memory.

RECESS

A: Scissors — cut (3) pictures.

B: Peg — lay (4) pictures.

- (1) Filling in blanks. Ex.: The dog has ears.
- (2) Written on blackboard.
- (8) To illustrate the story of the lark.
- (4) Same as (5).



SECOND WEEK

MONDAY

MORNING TALK -- BUTTERFLY

MATERIAL — The living insect confined in a glass jar, or a box with glass sides with netting over the top. To be set free at close of lesson.

How many remember the caterpillar about which we studied last fall? What happened to it?

What did we see at one end of the cocoon? (Tiny hole.) What crawled out of that hole?

How did the little butterfly feel at first? (Very weak.) Does the butterfly that we have here act as that one did? Why?

Notice the wings. How many are there? What color are they? Are they alike on both sides?

What color are the butterflies that come in the spring? (Brown

and black.)

What ones come a little later? (Little blue ones.)

In the summer we see those of what color? (All colors and soft white.)

The orange and yellow flowers of the fall are visited by what butterflies? (Those of the same color as flowers.)

How many legs has the butterfly?

Notice the eyes and mouth.

Of what use are these feelers?



Do you think the butterfly has a tongue? I will show it to you. Why do you suppose it is so long?

Show a flower that would need this long tongue to obtain its nectar.

Does the butterfly have any work to do? (Gather food from the flowers, lay eggs.)

What hatch from the eggs? (Caterpillars.) Where must we look for the eggs? (On the under side of leaves.) What color are the eggs? (Vary.) What shape? How large?

Do we see any butterflies in winter? Why? Where do they rest at night? When the butterfly is resting how does it hold its wings?

John may carry our little prisoner out of doors now and set him free.

LANGUAGE — SENSE TRAINING — HEARING

HAVE pupils close eyes.

Tap a child on the head and let him rise and pass to a corner of the room.

He asks, "Who am I?" then "Where am I?"

Pupils who can locate from sound of voice are to raise hands.

After a time repeat, allowing four children to stand so as to represent the cardinal points.

Question as before.

GEOGRAPHY—PICTORIAL GEOGRAPHY

THIS is a geography game and you may tell me all the things you wish to draw to make a geography picture.

We will draw the mountains first. What shall we put on the mountains? (Trees.)

Where shall we draw the pond? What supplies it with water? Where shall we put the brook? Where did the little brook start?

Does the brook water all stay in the pond? What would happen if it did?

What must we draw then? (An outlet.)

I am going to draw a piece of land in my pond.

How can we get out to it? (In a boat.) What shall we call it?

You may draw an island in your ponds.

Now I am going to draw a piece of land coming out into the pond at the edge. Can you do that? What shall we call it? (Peninsula.) Do we have to have a boat to visit the peninsula? Why?

Have you made any hills in your picture? How can we tell them from mountains?



You may put your pencils on the top of your hill. The foot. The slope.

What is the top of your mountain called?

Is there anything more that we can put in our picture?

DRAWING

DRAW, cut, and color butterflies, some resting, others flying.

BUSY WORK

A. M.

A DIVISION: Letters — make (1) stories.

B Division: Letters - new words.

⁽¹⁾ Original.

RECESS

A: Illustrate number (1) problems.

B: Number slips — arrange.

P. M.

A: Copy story from board.

B: Write ten.



RECESS

A: Sentence envelopes — arrange. B: Word envelopes — arrange.

TUESDAY

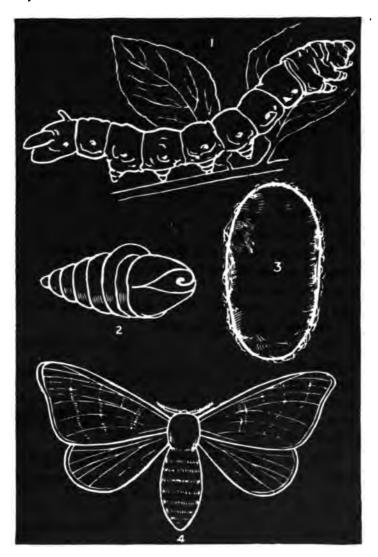
MORNING TALK—THE BEE

MATERIAL — A number of bees in a glass jar, covered with netting; also a small section of honey in a box.

Where is the bee's home? Who has ever seen a beehive? What is inside?

⁽¹⁾ From Chart.

How many kinds of bees in every hive? (Queen bee, drones, workers.)



What is the work of the queen? (Rules the hive and lays all the eggs.) Does she ever leave the hive?

What is the work of the drones? (Do not work at all.)

What do the other bees sometimes do to them? (Drive them out, or sting and kill them.)

What do the work bees have to do? (Make the comb, fill it

with honey and bee bread, care for the baby bees, and wait upon the queen.)

Of what is the comb made? Who will make a picture of one of these little cells? What are the cells for?

Why does not the honey run out of the cells?

Where do the bees get the honey? How do they carry it to the hive?

Where does the bee get the wax to close the cells? (Bee makes it from food it eats.)

How is the bee bread made?

Carries the pollen how? (In little baskets on its legs.)

How many legs has the bee? How many wings?

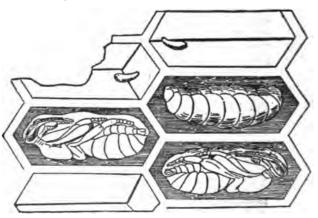
What color is the bee?

Has the bee any enemies? How does it defend itself? (Has a sting.) Where is the sting located?

What do the bees do with the dead bodies of their enemies? (Carry them away or cover them with wax.) What is the reason for this?

Does the bee make any noise?

What does the



old queen sometimes do to the baby queen? (Kills it.) Why?

How does the queen bee differ in appearance from the others?
(Has very short wings.) Why?

Do the drones and workers look alike? (Drones are large and clumsy and the worker is small.)

LANGUAGE — COPYING

I AM a bee.
I live in a hive.
Some bees do not live in a hive.
I am a worker bee.
The drone is a lazy bee.
He does not work.
I gather nectar from the flowers.
I like the clover best.

Hear me buzz.



GEOGRAPHY

WRITE this (1) list of words on the board.
Children select the words as the teacher calls for them and tell what each does.

DRAWING

MAKE a picture of a beehive, showing bees passing to and from it.

BUSY WORK

A. M.

A DIVISION: Letters—(2) words from board.

B Division: Letters—words of reading lesson.

⁽¹⁾ Builder, farmer, florist, dentist, conductor, pianist, doctor, printer, shepherd, miller, writer, actor, cook, coachman, teacher, lawyer.

⁽²⁾ Names of flowers already studied.

RECESS

A: Pictorial number.

B: Number (1) cards — write from memory.

P. M.

A: (2) Envelopes — arrange.

B: (3) Name slips — write.

RECESS

A: Mats — weave.

B: Same.

WEDNESDAY

MORNING TALK - BIRD LESSON

MATERIAL — specimen of Red-winged Blackbird.

This bird is larger than what birds that we have studied? Smaller than what birds?

What color is its head, throat, chin? What color is its breast? Its wings? Its tail? Its underparts? What color is its bill? Its toes?

What is this bird's name? Why do you think it is called that? What does the blackbird eat?

Where does it build its nest? Of what?

Is it a weaver, plasterer, or tailor bird?

Does the blackbird hop, walk, or run when on the ground? How can we find that out?

Where shall we look for the blackbird?

Is the mother bird the same color as the father bird? What color are the baby birds?

(1) Bearing figures 1 to 10.

⁽²⁾ Containing slips upon which is written: The violet is ——.

The buttercup is ——, etc.

Write the name of the colors on separate small slips. Children fill blanks with small slips.

⁽⁸⁾ Surname.





A Helping Hand

Renouf



Is the blackbird a song bird?

How many eggs does it lay? (Four to six.)

What color are the eggs? (Spotted and lined with black and brown.)

LANGUAGE — DICTATION

AM a honey bee.

I am a worker.

Hear me buzz.

I love the flowers.

They give me honey.

PHYSIOLOGY — MUSCLES

How are our bodies moved?

What are muscles? (Elastic bands and bundles of threads.)

What color are they? (Most active ones are red.)

What work have the muscles of the head to do? The muscles of the trunk? The muscles of the limbs?

Can you feel any of these muscles?

Where is the muscle that makes me scowl? The one that makes me smile?

Which muscles are the strongest? (Those used oftenest.) What must we do, then, to make our muscles strong? Why do we wish them to be strong? What form of exercise is best? (That in which we use most of the muscles.)

When you run what muscles do you use? When you play ball?

What makes the muscles weak? (Use of alcohol and tobacco.) If we wish to be fast runners what must we not do? (Use tobacco.)

BUSY WORK

A. M.

A DIVISION: Readers—copy (1) words.
B Division: (2) Story cards—copy words.

RECESS

A: (3) Number problems — fill blanks.

B: Pictorial number.

P. M.

A: (4) Envelopes — arrange.

B: Picture cards — copy names.

RECESS

A: Scissors — cut boy playing ball. B: Scissors — cut girl rolling hoop.

THURSDAY

MORNING TALK-PLANTS THAT SLEEP

DID you ever see a plant sleep?

When do you think the plants sleep?

How can we find out?

How do the clover leaves look when asleep? (Fold their faces toward each other.)

Do all plants change their position when they sleep?

How do the locust leaves sleep? (Cuddle close together.) The sorrel? The bean leaves?

(1) Of similar ending.

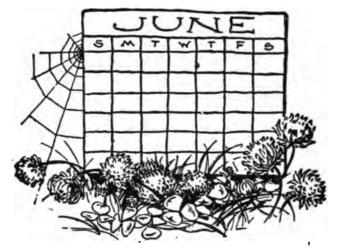
⁽²⁾ Leaves from old readers pasted on cards. Copy words containing (ight) with letters.

⁽³⁾ Slips upon which are written problems like the following: Cats have—feet?

⁽⁴⁾ Containing names of the different trades and occupations written on slips. On other slips the work of each. Children insert small slips in proper place. Ex: The —— pulls teeth.

We will bring some leaves in to-night and see if they look as if they were asleep.

What flowers close their eyes when they sleep?
When does the dandelion wake up? (At six.)
Do all the flowers wake up at the same time?
When does the morning-glory open its petals? (At five.)



At what time does it close them? We will watch to-night to see.

What flower is that which opens at four o'clock? Did you ever see one? Where did it grow? What color was it?

Do all flowers go to sleep at the same time? Which ones go first?

LANGUAGE - COMMA WITH YES AND NO

HAVE an oral drill asking:

Is the sun round?
Can you hear the robins?
Is the dandelion pretty?
Can you see the wind?
Children answer, making complete statements.

Follow the oral drill with a written lesson on the blackboard.

Teacher may write the question, calling upon some child to write the answer upon the board. Call attention to placing comma.

Some child may then write a question and choose a pupil to answer it.

GEOGRAPHY — ANIMALS

WHAT animals live in the earth? (Earthworm.)

What small animals can you think of that live partly on the land and partly in the water? (Frog, snake.)



What animals crawl?

What animals creep? (Snail, caterpillar.)

What animals have no legs?

What animal has no eyes?

Did you ever hear of an animal whose eyes were hidden? (Mole.)

Has the hen ears?

How many legs has a fly? A spider?

What animals swim?

What animals have web feet?

What animals have two wings? Four wings?

What animals have no nails?

What do bees and butterflies eat? What do frogs eat? What do snakes eat?

What animals are found on the mountains?

What animals should be found near the shores of a pond?

What noise does the bear make? (Growls.)

What noise does the wolf make? (Snarls.)

Name all the wild animals you can think of.

Name all the domestic animals you can.

What animals in Agoonack's country? In Arabia? In China?

DRAWING

DRAW squares, triangles, oblongs.

BUSY WORK

A. M.

A DIVISION: Letters — make (1) words.

B Division: Letters — make (2) words.

RECESS

A: Write (3) number problems.

B: Dominoes — trace around, place (4) dots.

P. M.

A: Spelling — copy from board.

B: Name (5) slips — copy.

RECESS

A: Scissors — cut (6) animals.

B: Pegs — lay (6) animals.

The number envelopes are used in the forenoon, the picture envelopes in the afternoon.

⁽¹⁾ From reader.

⁽²⁾ From board.

⁽⁸⁾ From chart.

⁽⁴⁾ Write number stories suggested by dots.

⁽⁵⁾ Surname.

⁽⁶⁾ Picture on chart. The children keep the picture envelopes, and number envelopes in their deaks. When they have completed the other work assigned them, these envelopes are taken from the deaks.

FRIDAY

MORNING TALK — THE DAISY

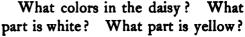
MATERIAL—specimen for each pupil.

How many ever saw this flower growing?

Where does it grow?

Does it like sunny or shady places?

Do the daisy plants live all winter or die every year?



Are all daisies like these? What other kinds?

Are they all the same size?

How tall do the plants grow?

How many blossoms on each plant?

What color are the leaves? What shape are the leaves?

What shape is the stalk of the plant?

Has the daisy any odor? Is it fragrant?

What insect visits the daisy?

Of what is the center of the daisy

made up? (Many little blossoms.)

What is the shape of these little blossoms?

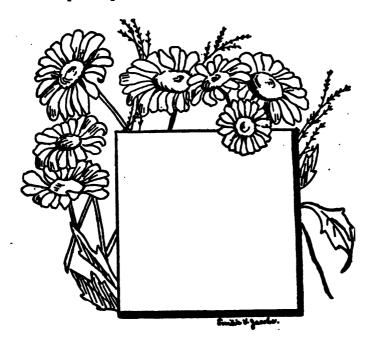
Do daisies go to sleep?

Memorize: "The Daisy."

I'm a pretty little daisy, Always coming with the spring; In the meadows green I'm found. And my stalk is covered flat With a white and yellow hat. My stalk is green and very tall, At night I am a yellow ball; But in the morning when I wake, A lovely little cup I make.

Selected.

Children press specimen for flower chart.



LANGUAGE

Picture Study: The Escaped Cow, by Dupre.

WHAT do you see in the picture?

What season of the year is it? What time of day? What place?

Do you think the people in the picture are Americans? Why?

What is happening?

Why is the cow running?

What are the other cows doing?

What sounds might we hear if we were there? At what is the runaway cow looking? Of what is she thinking? What is the boy saying to her? Can we understand what he says? Why? What will he do with the stick which he holds? Which is running the faster, the boy or the cow! What tells you that? What shows you that the cow is running very fast? How do you suppose the boy will stop her? When he catches her what will he do? What is the woman in the picture doing? Why does she not help the boy catch the cow? What relation is the woman to the boy? Where is the boy's father? Why are some of the cows in the picture lying down? Have they been milked, do you think? Which will grow tired first, the boy or the cow? What do you suppose the boy's name is? Do you know any children whose parents came from France? What are their names? What would be a good name for this picture?

GEOGRAPHY - A WATER-DROP STORY

HE water-drops in the sea were having such a good time! What fun they had, playing hide-and-seek and tag!

But the sunbeams looked down pityingly and said, "How can you be so happy down there, it is so dark. Up in our home with Father Sun we have a beautiful time, playing with the clouds. Would n't you like to come with us?"

The little water-drops began to grow discontented and said, "Yes, we would like to go, but how can we get up there? You cannot carry us because you are so thin and light, and we are so heavy."

The sunbeams smiled and replied, "Oh, we are fairies and can make you thin and light enough to carry."

While speaking, the sunbeams came very near to the water-drops and touched them. In a minute they were changed into vapor, and no one could see them.

The sunbeams now helped them rise up to the Sun's palace in the sky.

The enchanted rain-drops enjoyed themselves very much, but at last they longed for their Mother Sea again. They asked Father Sun to change them back into water-drops, but he said, "Now I have you and I shall keep you."

They could not get back to the earth as long as they were enchanted. Then the sad little water-drops gathered together in a crowd. People looking up into the sky said, "Oh, see that cloud!"

At last Jolly Cold Wind came along. Seeing the sorrowful little changed water-drops he said, kindly, "What is the matter with you?"

They told him the whole story. "Well, well," he said, "I will blow you all back again."

France:

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You are so So he blew on them and back they were changed into water-drops.

How happy they were. They hardly stopped to thank good old Wind. They ran back to earth as quickly as they could.

The children playing in the streets ran home when the water-drops fell, "What a shame that it is raining!" they said.

But the little water-drops or rain-drops, as they were now called, did not care and tried to find Mother Sea.

Sad to say, some were lost on the way and never got home. Those who did told their brothers and sisters all about their adventure, and now they too want to go up.

- FLORA A. MOLWITZ.

DRAWING

DISTRIBUTE slips among children with the name of some familiar object on each slip.

Call on children, one at a time, to pass to board and draw the object named on slip.

The remainder of the class then tell what has been drawn.

BUSY WORK

A. M.

A DIVISION: Letters—(1) words.

B Division: Letters—(2) words.

RECESS

A: (3) Cards — write problems.

B: Pictorial number.

P. M.

A: (4) Game of months — arrange, copy.

B: Write name of native state.

RECESS

A: Colored crayons — make (5) border.

B: Cushions — prick and sew daisy.

⁽¹⁾ List on board with letters disarranged.

⁽²⁾ From reader.

⁽⁸⁾ Containing groups of objects suggesting proble

⁽⁴⁾ Names of the months printed on slips.

⁽⁵⁾ Daisy.

THIRD WEEK

MONDAY

MORNING TALK-GOLDFINCH

WHEN you look at this bird what color do you see the most of?

What color is the head? Throat? Chin? Breast? Underparts? Tail? Wings?

What color is the bill?

This bird is larger than what bird? It is smaller than what birds?

Is there any difference in the color of the father and the mother bird? (Mother bird has no black cap; of a dull brownish color.)

Does the father bird wear the same suit the year round? (Changes in the autumn.)

Did you ever see this bird flying? Did he fly high or low?

Did you ever see this bird on the ground? Does it walk, hop, or run?

Do you know what this bird is called? Has he any other names? (Yellow bird, thistle bird, wild canary.)

Can you think of any reason for the name wild canary?

Why is he called thistle bird? Yellow bird?

Where may we look for the goldfinch?

Have you ever seen his nest? Of what is the nest made? (Lichens, moss.)

Is he a weaver, plasterer, or tailor bird? (Weaver.)

Where is the nest placed? (Near end of horizontal branch.)

In what kind of trees does the goldfinch build?

When do we first see the goldfinch?

Where is he during the winter?

When does he build his nest?

How many eggs shall we find in the nest? (Five.) What color will they be? (White tinged with blue.)

What does the goldfinch eat?

Have you ever heard him sing? His song is like what other bird's? We will look for him to-day.

LANGUAGE -- REPRODUCTION

ONE day in June little Bertha went to the meadow to pick daisies.

She made a wreath of the daisies and put it upon her head.

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This took her so long that she sat down to rest. As she sat among the daisies she saw them nod their heads in the breeze. "The little daisies are tired too," said she.

In Vacation

H. Bacon



The air was so warm that Bertha fell asleep.

Then the little daisies talked to her.

They told her who it was that gave them their pretty white frills, and how hard they tried to keep them clean and white.

GEOGRAPHY - GAME

THE teacher whispers in the ear of a child something for him to represent, as a brook, hill, river, etc.

He goes out in front of the class and describes it, telling its home, work, appearance, and anything else he may know about it. He then says, "What am I?"

The child giving the correct answer may take his place. Review in this way all the geographical features studied.

DRAWING

GOLDFINCH: Draw free-hand, cut and color. Draw from the object.

BUSY WORK

A. M.

A DIVISION: Letters—spelling words.

B Division: (1) Newspaper slips.

RECESS

A: Problem slips — copy, fill blanks.

B: (2) Write problems.

P. M.

A: (3) Language slips — copy, fill blanks.

B: (4) Slips — copy.

(2) Suggested by groups of pictures on the board.

(4) Names of birds.

⁽¹⁾ Underscore words containing new phonogram.

⁽³⁾ Bearing upon them sentences illustrating the use of "is" and "are." Ex: The bird — in the tree. Three birds —— on the ground.

RECESS

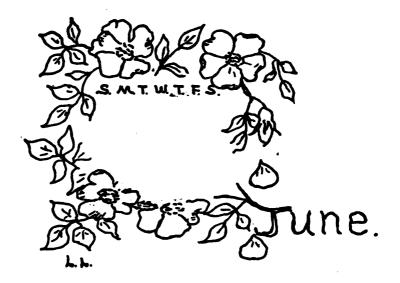
A: (1) Forms — trace around, color.

B: Cushions — prick goldfinch.

TUESDAY

MORNING TALK—FLOWER LESSON—ROSES

MATERIAL — wild and cultivated flower for each child.
What is the name of this flower?



Where do roses grow? Tell me all the places where you have seen them growing.

When do they blossom? Has the blossom any odor?

What insects like the rose? Why?

Which of your two roses is the wild one?

Where do wild roses grow? Where do tame roses grow?

⁽¹⁾ Of goldfinch cut from cardboard.

Which do you like the better? Why? Which has the sweeter odor? Which is the larger?

How many parts has a rose?

What kind of a stem has it? With what is the stem covered?

What kind of leaves has the rose?

How many petals has your wild rose? The cultivated one?

How many colors can we find among the roses?

Why is June called the month of roses?



TWO LITTLE ROSES

ONE merry summer day
Two roses were at play:
All at once they took a notion
They would like to run away!
Queer little roses,
Funny little roses,
To want to run away!

They stole along my fence;
They clambered up my wall;
They climbed into my window
To make a morning call!
Queer little roses,
Funny little roses,
To make a morning call!
— JULIA P. BALLARD.

LANGUAGE — SENSE TRAINING — TOUCH

CHILDREN, blindfolded, handle sticks of different lengths, two or three at a time. They may then draw lines showing the relative length on the blackboard.

One child may go to the table and arrange sticks in some geometrical figure.

Call on a pupil who may, blindfolded, touch the figure, then reproduce it upon blackboard.

Repeat with different pupils.

HISTORY

Fable: The Town Mouse and the Country Mouse.

A COUNTRY mouse had a friend that lived in a house in town. One day this friend came to visit her. For dinner the country mouse brought out the best she had. It was only dry corn and wheat.

"Why do you stay here in the field?" said the town mouse. "You live no better than a poor ant. In town I have all kinds of good things. Come to see me and I will show you what a mouse ought to have."

The hungry country mouse was glad to go. The next day they went to town together. Then what a feast they had!

"You are right," said the country mouse to her friend. "It is much better to live here than in the country."

But as they nibbled at some cheese the cook opened the door. The mice had to scamper away in fear of their lives.

Soon they crept out again. But a huge cat sprang at them and almost caught them before they could get back to their holes.

Then the country mouse said, "You have here many fine things to eat, but you are all the time in fear for your life. I have poor fare at home, but at least I live in safety."

So the country mouse went back home a very much wiser mouse.

DRAWING

DRAW a June landscape.

BUSY WORK

A.M.

A DIVISION: Letters—(1) words.

B Division: Letters—(2) words.

RECESS

A: Problem slips — copy, fill blanks.

B: Number boxes — stories from chart.

P. M.

A: Sentence envelopes — arrange. B: Copy spelling from board.

RECESS

A: Lentils — lay musical exercise. B: (3) Forms — trace around cut.

WEDNESDAY

MORNING TALK-REVIEW OF THE MONTH

HOW is this morning different from any other of the term? (Last day.)

How has June been different from May?

What flowers has it brought us? What ones in bloom now?

What has been the most common color among the June flowers?

⁽¹⁾ From reader containing new phonogram.

⁽²⁾ Having same ending.

⁽⁸⁾ Mouse.

What birds has the month brought us? What are they doing now?

What have the farmers been doing this month? What will they do next?

Who has had a birthday during the month?

What month comes next?

What kind of weather will it bring?

How long a vacation shall we have?

What month will it be when school begins again? What season?

How many weeks have we been to school since last September? That is how many months?

What games will you play during your vacation? What work will you do? Whom will you try to help?

What things may you learn from Mother Nature?

Who else had Mother Nature for a teacher? (Hiawatha.)

What things did he learn from Mother Nature?

PHYSIOLOGY — REVIEW

WHAT is the framework of our body houses? Of what use is it?

How may the bones grow out of shape?

Do tobacco and alcohol affect the growth of the bones? How? How are our bodies moved?

What shape are the muscles? How do they look?

What must we do to make our muscles strong? Tell me some of the ways in which we may exercise. When is the best time to exercise?

Of what use is food?

What kinds of food will give us flesh? What kinds will make our body houses warm?

Why do we need water? What kinds of drink are not good for us?

When is the best time to eat?

What work has our heart to do?

Our lungs? What are they to breathe?

How do we breathe?

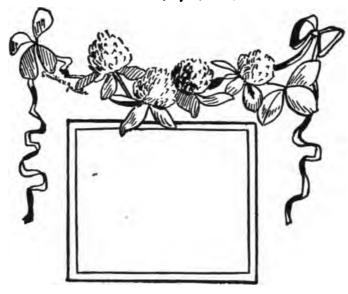
What kind of air do we need to breathe? Why?

How can we tell when the air is not good? How can we keep the air good?

What is the skin? Its use? What care must we give it?

How must we care for our teeth? Why?

How must we care for our ears, eyes, hair, nails?



BUSY WORK

A.M.

A DIVISION: Letters—(1) words.

B Division: Letters - words.

RECESS

A: Number boxes — (2) problems.

B: Same.

(2) Original.

⁽¹⁾ From memory.

P. M.

A: Write (1) story.

B: Same.

RECESS

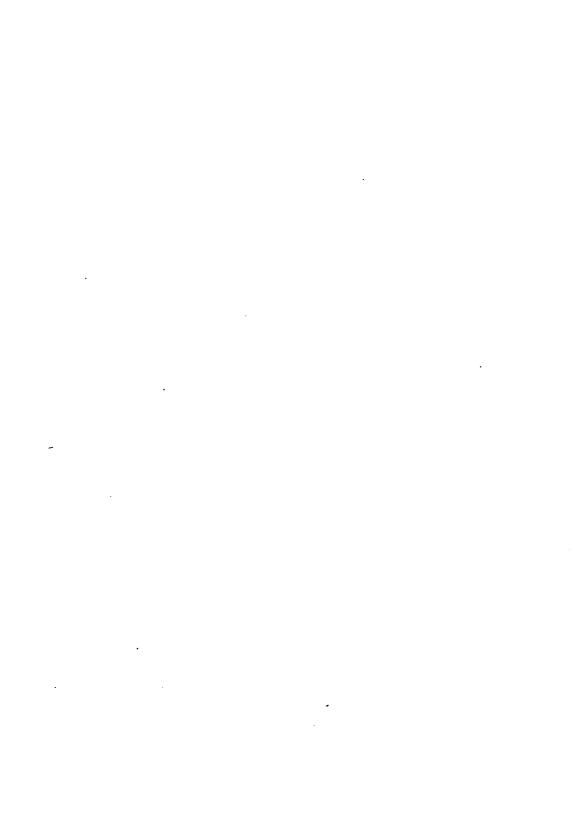
A: Remove all boxes and envelopes from desk.

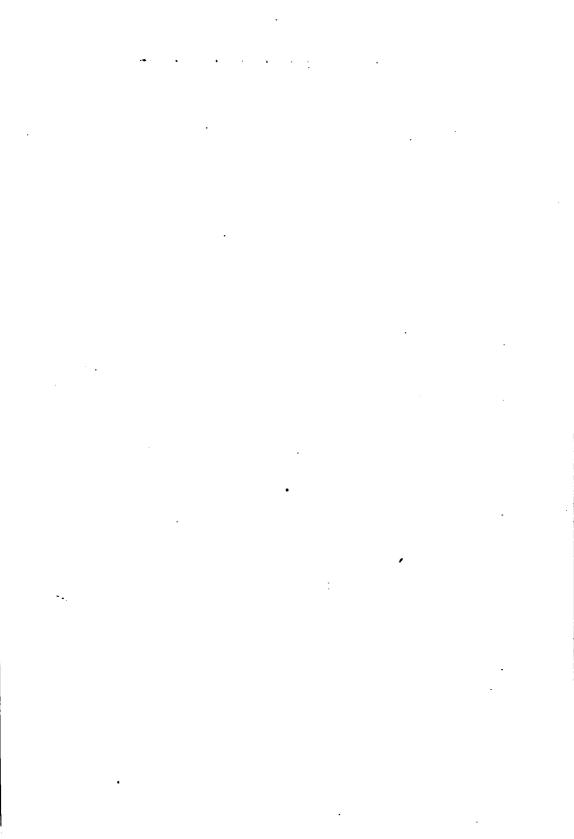
B: Same.

(1) Composed of words in lists on board.









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